DOCUMENT RESUME

ED 275 486 RC 015 987

AUTHOR Parsons, Tom
TITLE The Center for Community Development Annual Report, FY 1984-85. Volume II, Addendum 6.
INSTITUTION California State Univ.-Humboldt, Arcata.
PUB DATE Nov 85
NOTE 108p.; Photographs may not reproduce well, and some tables contain small type.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS American Indian Culture; American Indian Education; *American Indian Languages; American Indian Literature; Bilingual Education Programs; Community Development; *Community Services; *Cultural Activities; Economic Development; Elementary Secondary Education; Higher Education; Program Descriptions; *Program Effectiveness; *Recreational Programs; *School Community Relationship; Tribes
IDENTIFIERS California (Humboldt County); *Humboldt State University CA; Hupa (Tribe); Karok (Tribe); Tolowa (Tribe); Yurok (Tribe)

ABSTRACT

A variety of information is included in this 1984-85 annual report of Humboldt State University's Center for Community Development (California), which has been instrumental in establishing a wide range of community services and has worked extensively to preserve the language and culture of four northwestern California tribes--Hupa, Karuk, Tolowa, and Yurok. Opening remarks stress the Center's commitment to helping community groups assess their resources, achieve goals, and gain independence. A chronological list of 31 projects selected from those implemented from 1967-1985 includes a brief statement of their outcomes in terms of enduring services, agencies, organizations, or institutions that resulted. Other information includes the program budget, citizens' action projects and names of principal operatives, courses and meetings in which Center staff participated, Center publications including newsletters and American Indian literature, and grant-seeking efforts. An awards and recognition section includes national magazine coverage of a project to encourage American Indian students' use of their tribal languages and concepts through use of graphics and other capabilities on an Apple MacIntosh computer. Appendices include a description of the Bilingual Emphasis Program which prepares students to teach in bilingual K-12 classrooms with Native American languages and the 1984 annual report of the Humboldt Recreation Program. (JHZ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED275486

THE CENTER FOR COMMUNITY DEVELOPMENT

ANNUAL REPORT, FY '1984-'85

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Tom Parsons, Director
Center for Community Development, Humboldt Univ., Arcata, CA
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

STAFF

Tom Parsons, Director

Ruth Bennett, Assistant Director, Indian Community Services

Nancy J. Hill, Office Manager

Peter B. Shepard, Humboldt Recreation Program Director

Jill C. Krauss, Humboldt Recreation Program Access Coordinator

Patricia Grantham, Clerical Assistant

Mimi LaPlant, Clerical Assistant

American Indian Languages & Literature teachers on contract.
Hupa: Fred Davis, Sr.; Marian Mooney; Herman Sherman, Sr.
Karuk: Shan Davis; Gladys Guy; Leaf Hillman.
Tolowa: Loren Bommelyn; Betty Green; Berneice Humphrey.
Yurok: Jessie Exline; Georgiana Trull.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

NOV 1986
RECEIVED
ERIC/CRESS

CA-GAP CPA-ÛR, VOLUME II - ADDENDUM 6

RC015987

BEST COPY AVAILABLE

THE CENTER FOR COMMUNITY DEVELOPMENT

ANNUAL REPORT, FY 1984-'85

Table of Contents

	Page
Brief Description of The Center for Community Development	1
Chronological Compilation of Selected Projects and their Community Outcomes	2
State Budget	10
Citizens' Action Projects and Names of Principal Operatives	11
Credit & Non-Credit Courses, Professional Meetings and Conventions, Practica, Workshops, Symposia, Seminars, Etc	14
Publications	17
Grant-Seeking Efforts	19
Awards & Recognition	20
Appendix I American Indian Bilingual Emphasis Program	38
Appendix II Humboldt Recreation Program	49

BRIEF DESCRIPTION OF

THE CENTER FOR COMMUNITY DEVELOPMENT

Initiated in 1966 as a grantee of the Higher Education Act of 1965 - Title I, Humboldt State University's Center for Community Development stands as California's only survivor of that heroic legislation's hundreds of millions of dollars that now operates, stable and unaltered, as a line item of the State's annual budget. Serving the State and Nation, primarily the 20,000 square mile coast-and-rivers region of northwest California, the Center's purpose is catalytically to assist people in community groups and sub-groups -- through a variety of communicative and educative processes -- to learn to re-assess and re-deploy their own and available skills, resources and other assets, thereby to achieve their immediate interest, further their long-range goals, and contribute, consequently, to the enrichment of their larger social, aesthetic, and economic environments.

To accomplish this purpose, Center personnel use their skills, first, to quickly gain trusted access to intended client groups; next, to establish mutual confidence and reciprocal communication with them (to get to see the world through client's eyes); and then, of course, to apply appropriate professional insights toward assisting clients to achieve their intended (more accurately, their evolving) goals.

Finally -- perhaps most important -- the Center endeavors to disengage from client groups helpfully and constructively when its essential developmental support is no longer required. This is to insure that scarce professional services aren't extended beyond their intended purposes -- thus to assure that the Center remains precisely a free-flowing conduit for the generation and nurturance of needed community functions which does not (possibly in pursuit of the false security of "overhead" moneys) become choked by a proliferating plethora of administrative detail.

Working in this way since 1966, the Center has received a number of awards including the 1973 American College Testing Program - National University Extension Association Innovative Award in Continuing Education (Open Category); the National University Continuing Education Association (N.U.C.E.A.) Community Development Division's Innovation in Design Award for 1980; the N.U.C.E.A. Division of Special Certificate & Degree Programs' Special Program Award for 1983; and the Community Development Society's (first) Annual Achievement Award presented in August, 1984 -- the initial year of that award program. The several hundred projects completed during this time have yielded many which are now accepted as integral productive components of their communities.

A chronological compilation of selected projects that have yielded apparently durable or permanent functional and organizational consequences appears below:

DATE OF INITIATION	The following projects of the Center for Community Development:	—have substantially contributed to or have resulted in the following services, agencies, organizations or institutions:
1967	Ocean Resources Research Group (directly out of which developed:) The Humboldt Bay Development (Committee) Commission Project (Incl. Chairmanship of its Technical Advisory Committee, numerous symposia and workshops, and writing of Final Report.)	The (popularly elective) Humboldt Bay Harbor, Recreation & Conservation District, The University of California-Humboldt State University Humboldt Bay Marine Advisory Extension Service, and other H.S.U. research projects supported under the U.S. Sea Grant Act.
1968	American Indian Languages and Literature (Regeneration) Project (out of which has developed the E.S.E.A. Title VII Bilingual Cross-Cultural Teacher Training and Credentialing Program, the American Indian Communities Film Documentation and TV Projects, the Kotim-een Karuk Ceremonial Support Project, etc.)	Unifon-Indian (uniphonetic) Alphabet; Unifon textbooks and instructional materials (currently about 50 published) in the Hupa, Karuk, Tolowa and Yurok American Indian Languages; California State credentialing of ten teachers of these languages in ten elementary and secondary schools of four regional school districts; establishment of 54 units of College of the Redwoods university-transfer credit in these four languages; production of five internationally acclaimed documentary films about this process, and consequent establishment of Shenandoah Films, Arcata, as U.S.' first Indian film producing studio; supervision of Mark Baker's M.S. thesis (H.S.U.): Northwest California Indian Ethnobotany and Richard Keeling's Ph.D. dissertation (U.C.L.A.): Northern California Native Music; development of the nation's only state-credentialing teacher education program in American Indian lan-

		guages and literature -- supported since 1981 by the U.S. Office of Education (Elementary and Secondary Education Act, Title VII). Consequently, the establishment of a new academic curriculum, subdiscipline, and professional career opportunity primarily for Indians.
	Annual Symposium on the Status of Women	Humboldt County Commission on the Status of Women.
1969	Foundation for Religious Transition	The Bishop Pike Foundation, Inc.
	Indian Action Council Project	The Indian Action Council of Northwestern California; and subsequently, the Indian Action Library, Dayschool, etc., in Eureka. Both federally and privately funded.
	Manila-Westhaven Project	The Manila-Westhaven Parents' Council and consequent federal, State and privately financed programs.
	Northwest California Health Facilities & Services Project	Nor Coa Health, Inc.: State and federally-mandated and funded regional planning and review agency which in 1977 merged with its northeastern California counterpart to form the thirteen county Northern California Health Systems Agency (California H.S.A. #1) under federal law. The local Humboldt Co. Health Planning Council, an affiliate, remains currently effective.
	Northwest Indian Cemetery Protective Project	Northwest Indian Cemetery Protective Association, and by direct example and direction: the California Native American Heritage Commission and its establishing State legislation.
1970	Indian Mainstream Project	U.S. Dept. of Labor (Manpower Division) - sponsored Indian Mainstream Program; directly out of which grew the Northwest California Indian Manpower Development Program

		(the Center's C.E.T.A. Title III prime sponsorship for Del Norte, Humboldt and Siskiyou Counties); subsequently the independently incorporated Tri-county Indian Development Council; and currently the Northern California Indian Development Council headquartered in Eureka. This project has precipitated more local Indian employment, industrial development, regeneration of ancient arts and technologies, and restoration of (pre-) historic Indian sites than have all other auspices combined.
1971	Older Americans Act (Title III) Research and Organizational Projects, and consequently the Mature Citizens' Technical Assistance and Outreach Project.	Humboldt Retired Senior Volunteer Program (Funded by U.S. R.S.V.P.) Humboldt Senior Resource Center, its Humboldt Senior News, Meals on Wheels, and many other dependent projects. Area I (northwestern California) Agency for the Aging.
	United Indian Health Services Project.	U.S. Public Health Service-sponsored United Indian Health Services of northwestern California, including the Tsurai Clinic on the Trinidad Rancheria.
1974	Humboldt County Recreation Project	The contemporary State-, County- and privately sponsored Humboldt (year-round, youth) Recreation Program.
	Symposium on the Mad River Watershed	Probably a leading factor in obviating construction of the potentially environmentally catastrophic Butler Valley Dam.
1975	Northcountry Clinic Project	The North Country Clinic for Women and Children.
1977	Agricultural Development and Marketing Project	Humboldt County Grower's Association and H.C.G.A.'s Farmers' Markets in Arcata, Eureka and elsewhere. Also Russell Sydney's (U.C. Davis) M.S. thesis: An Applied Case Study of an Agri-

		cultural Development Process ...; the Final Report of the Agricultural Development Project (1979); and a unique, frequently consulted Agricultural Development Library presently housed in the Center.
	Northwest California Remote Sensing and Technology Transfer Project.	U.S. N.A.S.A. - sponsored Humboldt State University Remote Sensing and Technology Transfer Project; subsequently the Humboldt State University Department of Forestry's Remote Sensing curriculum.
1979	People's Republic of China Cultural and Trade Exchange Project	Local concerts and gallery showings of Chinese art; preferred Chinese mainland travel arrangements for local persons through the P.R.C. Consulate General in San Francisco; a visit by the P.R.C. Consul General to Arcata, Eureka, Hoopa, Scotia, Weitchpec and Redwood National Park; and sale at premium prices of more than 4 million board feet of timber to P.R.C. by the Hoopa Valley Tribe, plus consequent extensive use of local stevedoring and other pertinent business services.
1980	Musica de Macchu Picchu Project	Numerous regional concerts, recordings, and school demonstrations by Steve Berman and the Macchu Picchu Band.
1981	Humboldt Bay Brass Society Project	Numerous local concerts and performances by the excellent University-related Humboldt Bay Brass Ensemble.
	Northeastern California Area Agency for the Aging Project	With co-operation from Chico State University, and at the suggestion of the California State University System Chancellor's Office, the Center organized and established the Northeastern California Area Agency for the Aging -- that region's co-ordinating office for federal funding of services to senior citizens.
	American Indian Bilingual Teacher Education and Credentialing Project	H.S.U. American Indian Bilingual Teacher Education and Credentialing Program currently

		supporting 12 interns in Hupa, Karuk and Yurok languages. (see Appendix I.)
1982	Braille Community Signs and Directories Project	The Braille Community Signs and Directories Project of the Center, co-sponsored by the Eureka Host Lions' Club, the Braille Transcribers of Humboldt, and the Humboldt Access Project has applied socially/economically liberating signs and directories in Braille inside numerous public buildings and hotels, to restaurant menus, and in stores and shopping centers in Humboldt County. Its work continues apace.
	Mediation Services Support Project	Humboldt Mediation Services regularly provides free litigation-reducing expert inter-personal and intergroup conflict resolution services in Humboldt County.
	Humboldt Bay Symposium II Support Project	Humboldt Bay Symposium II; publication and distribution of Humboldt Bay Symposium II Proceedings.
1983	Humboldt Bay Maritime Museum Support Project	Humboldt Bay Maritime Museum and its publication, Ship's Log.
	California Indian Music Project	California Ethnographic Recordings collections at Lowie Museum of Anthropology, this Center, and the Smithsonian Institution.
	Northwest Intertribal Gathering Project	Annual Northwest Intertribal Gathering: Pre-Thanksgiving feast, ceremony and performance honoring tribes' elders.
1984	Four Winds Productions and Publications Assistance	Four Winds Newsletter and arts classes.
	The Tolowa Nation Assistance Project	Publication of The Tolowa Nation Newsletter; The Tolowa Language textbook; and Huss: The Tolowa People, a petition for federal recognition by Al Logan Slagle, J.D.

1985	Apple (computer) Education Foundation Wheels for the Mind Project: "Speaking Graphically in Indian Languages."	Award of 3 Macintosh 512K systems, development of compatible printout fonts in American Indian Unifon Alphabet, and deployment in public schools' Indian language classes.
	Environmental Allergies Organization Project	Publication of The Reactor and initiation of smoke-free ordinance campaigns in Humboldt County communities.

In addition, an introductory undergraduate course, Sociology 122, Introduction to Community Development (4 units), and a graduate course, Sociology 222, Field Analyses and Project Designs in Community Development (4 units) have been offered by the Center through Humboldt State's Department of Sociology; and since 1980 four Masters' and two Doctoral degrees have been awarded by H.S.U. and U.C. Berkeley, Davis, and Los Angeles for dissertations completed in the Center.

Perhaps best known of the Center's projects is its American Indian Languages & Literature Program which can be succinctly described in words used by four national honors it has been awarded: [1]

"The American Indian Languages and Literature Program in the Center for Community Development at Humboldt State University is one of the most innovative achievements in professional community development during the past 20 years. By recognizing national treasure before its extinction, this program first adapted an internationally acknowledged, easy-to-learn, uniphonetic alphabet to write Indian languages precisely, and then schooled fluent local speakers in its use and dissemination.

"This program of the Center has enabled four northwestern California tribes to salvage their venerable literatures; publish them in tribally compiled textbooks; document their (pre-) history; record and compile their traditional music; rediscover and creatively apply archaic, but currently valuable, technologies and arts; chart their ancient geography; catalog their ethnobotany; reenact all this authentically through coached drama; produce five internationally acclaimed documentary films[2]

---

[1] The Community Development Society. 1st annual "Achievement Award." 1984.

The National University Continuing Education Association's Division of Special Certificate and Degree Programs. Award for "The American Indian Languages & Literature Bilingual Teacher Preparation and Credentialing Program." 1983.

The N.U.C.E.A. Community Development Division. "Innovations in Design and Implementation of New Methods for Improving Community Development." 1980.

The National University Extension Association. "Innovative Award in Continuing Education."

[2] JO XUS NÚS-LɬИ - "Again A Person I've Become", Arcata, CA. Shenandoah Film Productions, 1982. (Shown as general session before 1983 meeting of International Society for Political Psychology, Oxford University.)

"Eminent Indian Language Teachers -- How California Credentials Them." Arcata, CA. Shenandoah Film Productions, 1980.

"Our Songs Will Never Die." Arcata, CA. Shenandoah Film Productions, 1979.

"Indian Mainstream." Arcata, CA. Shenandoah Film Productions, 1972.

"Way of Our Fathers." San Anselmo, CA. Bradley Wright Films. 1971.

explicating this complex cultural regenerative process; and organize these powerfully pride-building elements into award-winning curricula for use in pre- and elementary and secondary schools and in college and university classrooms."

A scholarly curriculum thus was created in an intertribal network of American Indian community development projects, in a 10,000-square mile area of California mountainous terrain. The California Department of Education recognized the program, and the most eminent (generally elderly) Indian graduates were given credentials to teach in the public schools and colleges.

Because U.S. society previously had lacked agencies and institutions capable of accepting or continuing effective support for many of the most indigenous American Indian technological, musical or literary arts, that focus of program development necessarily has been the Center's most constantly demanding. Nevertheless, this constancy has resulted, beginning with the 1981-'82 academic year, in the nation's first bilingual American Indian languages and literature teacher preparation and credentialing degree program to be offered by a state university.

STATE BUDGET

1 Clerical Assistant IIIB	$ 19,780
1 Director	48,792
1 Assistant Director	30,303
Temporary Help	7,497
Staff Benefits	34,283
TOTAL PERSONNEL SERVICES	$140,655
EDP Equipment	$ 4,569
Equipment - Maintenance	293
Motor Vehicle Operation - Private Vehicle	3,331
Postage	2,148
Printing & Duplicating	7,002
Special Lecturers	22,205
Supplies & Services	4,677
Language Teacher Contracts	58,137
Telephone	3,647
Travel, Out-of-State	2,108
TOTAL OPERATING EXPENSES	$108,117
TOTAL C.C.D. BUDGET FY '84-85	$248,772*

*Funds from additional governmental and private sources provided an additional $117,493. Of this, Title VII of the Elementary-Secondary Education Act provided $97,646; the Apple (computer) Education Corporation awarded (the equivalent in equipment of) $14,000; and $5,847 came from a variety of public and private sources partially funding the Humboldt Recreation Program.

CITIZENS' ACTION PROJECTS

AND NAMES OF PRINCIPAL OPERATIVES

Agricultural Development & Marketing Project Library - N. Hill

American Indian Bilingual Teacher Training & Credentialing Program (Twelve credential candidates are enrolled in a "Multiple Subjects Credential Program with a Bilingual Cross-cultural Emphasis in Hupa, Karuk, Yurok & Tolowa.") - R. Bennett, T. Parsons, P. Wenger, M. Mooney, N. Hill (see Appendix I for detailed report.)

American Indian Communities Film Documentation & TV Projects - J. Culp, V. and C. Korb (Shenandoah Films)

American Indian Languages & Literature (Cultural Regeneration) Program - T. Parsons, N. Hill

American Lung Association of California & American Lung Association of the Redwood Empire Assistance - T. Parsons

Apple Macintosh "Speaking Graphically in Indian Languages" Project - R. Bennett

Association of Humboldt Artists Assistance - M. LaPlant, T. Parsons

Braille Communities Signs & Directories Project - M. Beaman, T. Parsons, D. Perry

California Indian Music Project (with Lowie Museum of Anthropology, U.C.L.A. Musicology Department, and Smithsonian Institution) - R. Keeling

The Domestic Policy Association/National Issues Forum Project - L. Bommelyn, A. Jones, V. Korb, T. Parsons, J. Woolley

Environmental Allergies Organization Project and <u>The Reactor</u> Publication - S. Malloy, T. Parsons, N. Hill

<u>The Ethnobotany of the Yurok, Tolowa & Karuk Indians of Northwest California</u> Publication - M. Baker, N. Hill, T. Parsons

Four Winds Productions & Publications Assistance - N. Wood

General Federation of Women's Clubs Community Improvement Program Assistance - T. Parsons

Humboldt Bay Brass (Ensemble) Society Assistance - F. Tempas, T. Parsons

Humboldt Bay Maritime Museum Assistance and Publication of The Ship's Log - W. Schafran

Humboldt Bay Symposium II Proceedings Publication and Distribution - T. Parsons, C. Toole, N. Hill

Humboldt County Council of Campfire, Inc. Assistance, and Publication of The Flame - A. Bolick, N. Hill

Humboldt County Health Planning Council Assistance - T. Parsons

Humboldt Press Club Project - H. Holmblad

Humboldt Recreation Program - P. Shepard, G. DeVaney, J. Krauss, N. Hill (see Appendix II)

Humboldt (Sputheast Asian Emigres) Resettlement Service - D. Perre-Bathgate, J. Woolley, T. Parsons

Humboldt Summer Arts Festival Assistance - M. LaPlant, T. Parsons

Indian Mainstream Industries Project - A. Jones

Indian Nations Unification Council Assistance - D. Wilson

Inter-tribal Gathering Assistance - K. Taylor

Kotim Een Karuk Ceremonial Society Support Project - S. Davis

Mediation Services Support Project - C. Sharpe, N. Hill

National University Continuing Education Association's Community Development and Services Division: organizational assistance; publication and distribution of Handbook - T. Parsons, N. Hill

Northern California Indian Development Council Assistance - J. Woolley

"Olga Loya, Storyteller" Assistance - O. Loya, V. Korb

People's Republic of China Cultural & Trade Exchange Project - T. Parsons

Port Hueneme Naval Construction Battalion Center American Indian Committee Assistance - B. Willie

Phi Kappa Phi Honor Society Organizational Assistance - T. Parsons

The Tolowa Language Publication and distribution - L. Bommelyn, B. Green, B. Humphrey, T. Parsons

The Tolowa Nation Newsletter - J. Giovannetti

The United Way of Humboldt Assistance - T. Parsons

Young Indian Writer's Conference Project - B. Redner,
J. Giovanetti

CREDIT & NON-CREDIT COURSES, EDUCATIONAL MEETINGS

PRACTICA, WORKSHOPS, SYMPOSIA, SEMINARS, ETC.

American Indian Bilingual Emphasis Program

See APPENDIX I, p. 38

The United Way of Humboldt Presidency, 1984-'85

The Director, as President of The United Way of Humboldt County, presided over all (approx. 30) Board of Directors and Executive Committee meetings and participated ex officio in (approx. 130) standing and special committee and campaign committee and sub-committee meetings. A major proportion of the volunteered and salaried support of most of the County's 23 most essential human service agencies is provided by the United Way of Humboldt.

The Community Development Society's 1984 (17th) Annual Meeting, August 4-10, Louisville, KY

The Center's Director presented the Annual conference's theme general session (a formal debate), participated in two other sessions, and was awarded the Society's 1st Annual Community Development Achievement Award. (see AWARDS & RECOGNITION, p. 20.)

Eureka Host Lions' Club Workshop on "Community Development in Northern California."

Presented by the Center's Director October 11th, 1984.

The American Lung Association of California Board of Directors.

The Center's Director, Past President of the American Lung Association of the Redwood Empire, was elected in 1984 to the State Board of Directors and was assigned to that Board's Legislative and Environmental Health Committees.

The United Way of Humboldt 1984 Campaign Telethon, KIEM-TV, Eureka

The Center's Director, 1984-'85 President of The United Way of Humboldt, initiated this event and made a major presentation. October 28th, 1984.

KIEM-TV Interview: "Recollections of Robert F. Kennedy & His Times."

The Center's Director was interviewed by Eureka Channel 3's News Director. Aired January 30th 1985.

American Lung Association of the Redwood Empire Presentation of Awards for Elementary Schools Valentine Contest.

The Center's Director, United Way President, presented these awards at Fortuna Elementary School February 4th, 1985.

National University Continuing Education Association 70th Annual Meeting.

The Center's Director, Humboldt State University's Institutional Representative to N.U.C.E.A., for the second year chaired a session entitled: "The Ten Best New Ideas in Community Outreach Programming" and carried out several standing committee responsibilities.

KIEM-TV "Freedom of Speech" Program

The Center's Director and two others presented a half-hour program March 16th, 1985, on the United Way of Humboldt's purposes, structure and functions.

American Lung Association Annual Meeting May 11th to 15th, 1985, Anaheim, CA.

The Center's Director participated as a representative of the American Lung Associations of California and the Redwood Empire.

The Humboldt Recreation Program's 1984-'85 Activities

The Humboldt Recreation Program, directed by Peter B. Shepard, was initiated several years ago by, and has since grown within, The Center for Community Development -- where its office is situated and through which its widespread operations are administered. Although H.R.P.'s 1985 Annual Report remains yet in preparation, its 1984 Annual Report is attached as APPENDIX II, initiating its own pagination immediately following APPENDIX 1. Specific events carried out by H.R.P. during FY 1984-'85 which fall within this section of The Center for Community Development's 1984-'85 Annual Report are:

Week-long overnight camps for disadvantaged and disabled youth, directed by Ms. Teri Provence July 8th - August 16th at Camp Kimtu, Willow Creek.

First aid training sessions were supervised by Pete Shepard on June 17th, 18th, 21st and 22nd.

Special events included New Games Day August 14th at Redwood Park in Arcata, and Sandcastle Day July 17th at Trinidad Beach, both directed by Pete Shepard. The Dr. Portugal Cup (soccer) tournament, also directed by Pete Shepard, was held May 25th and 26th at Humboldt State University. Kite Day, July 31st at Moonstone Beach, was directed by Loretta Saenz; and Roller Days was conducted July 24th at Blue Lake by Nancy Buzzard.

The county-wide Summer Recreational sites organized and administered by H.R.P. (Again, please refer to APPENDIX II.), were: July 8th - August 30th in Briceland, Ettersburg, Garberville-Redway, and Harris-Alderpoint, Johnson-O'Malley (American Indian) communities, Manila, Mattole Valley, Orleans, Trinidad, Willow Creek, Blue Lake, and Humboldt Boys' and Girls' Clubs' sites. Additional programs were held at County of Humboldt sites, in Fieldbrook, and at Arcata's Humboldt Plaza housing project.

PUBLICATIONS

Bennett, R.: Hupa Coloring Book. The Center for Community Development, H.S.U., 1984.

Bennett, R.: Origin of Fire. The Center for Community Development, H.S.U., 1984.

Bennett, R.: Songs of a Medicine Woman. The Center for Community Development, H.S.U., 1984.

Bennett, R.: Bilingual Education Indian Legends and Felt Board Cutout Characters. The Center for Community Development, H.S.U., 1984.

Bennett, R.: Integration of Bilingual Emphasis Program into University Curriculum. The Center for Community Development, H.S.U., 1984.

Bennett, R.: Indian Story Day. The Center for Community Development, H.S.U., 1984.

Bennett, R.: Hupa Stories Told in Springtime. The Center for Community Development, H.S.U., 1984.

Bennett, R.: Hupa Spelling Book. The Center for Community Development, H.S.U., 1984.

Bennett, R.: Hupa Language Literature and Culture. The Center for Community Development, H.S.U., 1984.

Bennett, R.: He is Dug Up. The Center for Community Development, H.S.U., 1984.

Bennett, R.: Teachers Guide to Word Games. The Center for Community Development, H.S.U., 1984.

Bennett, R.: Legends and Personal Histories. The Center for Community Development, H.S.U., 1984.

Bennett, R.: Spelling Book. The Center for Community Development, H.S.U., 1984.

Bennett, R.: Look Inside and Read. The Center for Community Development, H.S.U., 1984.

Bennett, R.: Yurok Spelling Book. The Center for Community Development, H.S.U., 1984.

Bennett, R.: Yurok Sentences. The Center for Community Development, H.S.U., 1984.

Bennett, R.: Indian Language = Words. The Center for Community Development, H.S.U., 1984.

Bennett, R.: Karuk Fishing. The Center for Community Development, H.S.U., 1984.

Bennett, R.: Karuk Stories. The Center for Community Development, H.S.U., 1984.

Bennett, R.: Karuk Word Book. The Center for Community Development, H.S.U., 1984.

Bennett, R.: The Tolowa Language. The Center for Community Development, H.S.U., 1984.

Bennett, R.: The Tolowa Language, Brand New Stories. The Center for Community Development, H.S.U., 1984.

Bennett, R.: Tolowa Story: Limiting the Tides. The Center for Community Development, H.S.U., 1984.

Bolick, A. (Ed.): The Flame Newsletter. Camp Fire, Inc., The Center for Community Development, H.S.U., 1984-85.

Krauss, J. (Ed.): Humboldt Access Recreation Program (H.A.R.P.) Newsletter. The Center for Community Development, H.S.U., Monthly 1984-85.

Maynard, Z.: The Artsathon Brochure. The Center for Community Development, H.S.U., 1985.

Malloy S.: The Reactor Newsletter, The Environmental Allergies Organization. The Center for Community Development, H.S.U., Monthly, Beginning January 1985.

Parsons, T.: The Center for Community Development Annual Report, FY 1983-'84.

Parsons, T. and Maes, S.: The Ten Best New Ideas in Community Outreach Programming. N.U.C.E.A. 70th Annual Conference Program., The Center for Community Development, H.S.U., March 1985.

Schafran, W. (Ed.): The Ship's Log. Humboldt Bay Maritime Museum Newsletter. The Center for Community Development, H.S.U., 1984-85.

Shepard, P.: Humboldt Recreation Program Annual Report - 1984. The Center for Community Development, H.S.U. 1985.

Wood, N. (Ed.): Four Winds Productions and Publications Newsletter. The Center for Community Development, H.S.U., Monthly August-November, 1984.

GRANT-SEEKING EFFORTS

U.S. Office of Bilingual Education (E. & S. Ed. Act, Title VII) for "American Indian Languages & Literature Teacher Training & Credentialing Project": $97,646 requested and awarded for 8/15/'84-8/14/'85.

Approximately fifty private foundations solicited between 1/85 and 3/85 for support of the continuation of the Humboldt Recreation Program. All rejected.

Humboldt Sponsors, Inc. for Humboldt Recration Program's 1985 campership fund. Requested $3,900, received $2,700.

Humboldt Area Foundation for Humboldt Recreation Program's 1985 Transportation Fund and arts & craft supplies. $1,147 requested and received

Humboldt County Department of Parks & Recreation - from Roberti Z'berg grant for Humboldt Recreation Program Supervisor Funding. $1,500 received.

Apple Education Foundation - "Speaking Graphically In Indian Languages". Equipment requested for a project designed to encourage American Indian students' use of their tribal languages and concepts through use of graphics and other capabilities on an Apple MacIntosh computer. Three complete MacIntosh 512K computer systems with Imagewriter Wide Carriage printers and accessories requested and awarded. Total value: $14,000.00

AWARDS & RECOGNITION

Supervisor Wesley Chesbro, Chairman of The Humboldt County Board of Supervisors, paid the Center and Humboldt State University the following compliment in the form of a Letter to the Editor in the September 14th, 1985 (Humboldt) Times-Standard:

Opinions

Community groups deserve thanks

Editor:

I was very pleased to see your excellent editorial of Sept. 1, triggered by the release of the Humboldt Area Foundation's 1984 Annual Report — commending the foundation's many contributions toward maintenance of our region's important cultural and social service functions.

Let me mention the work of another local group, which although less known than some others, has played a critical role over the years in spawning and nurturing dozens of widely valued regional agencies and community services.

I am talking about a department of Humboldt State University — the Center for Community Development.

The Center for Community Development professionally guides the organized efforts of local people, themselves, to achieve their own and their community's goals. Because of this unique service, our community benefits from the services of such agencies as the Senior Resource Center and RSVP; the United Indian Health Services, the Humboldt Bay Harbor, Recreation and Conservation District, Humboldt State's Sea Grant Program, the Marine Advisory Extension Service and the Indian Action Council.

These diverse organizations and others that the Center for Community Development has helped initiate have improved all of our lives in many ways. It would be hard to imagine life on our North Coast without them.

In spite of our geographic isolation and occasional arguments, complaints and controversy, (or perhaps because of them), we've learned to use our own local resources, like the Center for Community Development and the Humboldt Area Foundation, to solve our problems and to locally generate needed community programs in ways that most larger and richer communities can't even understand or imagine.

Hats off to the Humboldt Area Foundation and the Center For Community Development.

Wesley Chesbro
Supervisor, District 3

BEST COPY AVAILABLE

Wesley Chesbro
Humboldt County Supervisor
Third District

District Address
P.O. Box 4661
Arcata, CA 95521

Humboldt County
Courthouse
825 Fifth St.
Eureka, CA 95501
(707) 445-7693

September 5, 1985

Letters to the Editor
Times Standard
930 Sixth Street
Eureka, CA. 95501

Dear Editor:

I was very pleased to see your excellent editorial of Sunday, September 1, triggered by the release of the Humboldt Area Foundation's 1984 Annual Report--commending the Foundation's many contributions toward maintenance of our region's important cultural and social service functions. Let me enclose the most recent Annual Report of another local group, which although less known than some others, has played a critical role over the years in spawning and nurturing dozens of widely valued regional agencies and community services.

I am talking about a department of Humboldt State University--The Center for Community Development.

The Center for Community Development professionally guides the organized efforts of local people, themselves, to achieve their own and their community's goals. Because of this unique service, our community benefits from the services of such agencies as the Senior Resource Center and RSVP; the United Indian Health Services, the Humboldt Bay Harbor, Recreation and Conservation District, Humboldt State's Sea Grant Program, the Marine Advisory Extension Service and the Indian Action Council.

These diverse organizations and others that the Center for Community Development has helped initiate have improved all of our lives in many ways. It would be hard to imagine life on our northcoast without them.

In spite of our geographic isolation and occasional arguments, complaints and controversy (or perhaps because of them) we've learned to use our own local resources, like the Center for Community Development and the Humboldt Area Foundation, to solve our problems and to locally generate needed community programs in ways that most larger and richer communities can't even understand or imagine.

Hats off to the Humboldt Area Foundation and the Center for Community Development.

Sincerely,

WESLEY CHESBRO
Supervisor, District 3

WC:bjn

Electronic Learning magazine, upon information from the Apple Education Foundation of its grant of three Apple Macintosh 512K systems to the Center's American Indian Bilingual Emphasis Program (see Grant-Seeking Efforts, p. [ ] and Appendix I.), published the following article on pp. 9 and 10 of its November/December 1985 issue:

NOVEMBER/DECEMBER 1985 PUBLISHED BY SCHOLASTIC INC $3.50

ELECTRONIC LEARNING

Who's Guiding Parents' Purchases?

HOW SIX SCHOOLS HELP

39 PUBLISHERS' COPYING POLICIES

12 GREAT GRADEBOOK PROGRAMS

7 STATES POOL SOFTWARE EVALUATIONS

10 TOP BOOKS

BEST COPY AVAILABLE

ELECTRONIC LEARNING

November/December 1985
Volume 5, Number 3

Published by Scholastic Inc.

GENERAL INTEREST

COVER STORY **Making the Home-School Connection** Computers in homes outnumber those in schools 12 to 1. Here's how six school districts help parents get the most from computers 31

TELECOMPUTING DIARY
Exploring On-Line Services Modems open up a whole new world, says our columnist in her third series installment 24

31

SOFTWARE

FEATURE **Untangling the Copyright Issues** A guide to 39 publishers' policies on copying, networking, and more 46

BUYERS GUIDE
Use An Electronic Gradebook Cut down on the time and drudgery of calculating grade averages 28

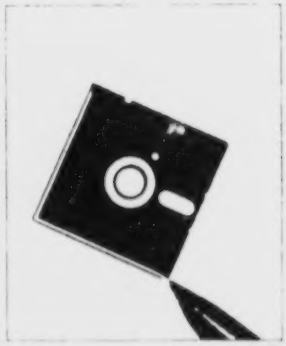
SOFTWARE REVIEWS
Summitry for Students A conflict resolution game, life science data bases, a reading comprehension package, an introduction to programming concepts, and a puzzle-making utility 54

46

INSTRUCTIONAL APPLICATIONS

COMPUTERS IN THE CURRICULUM
Writing With Computers Teach writing with the word processing approach. Try these five activities 39

Software: Side by Side Comparative reviews of five word processing programs 44



39

Cover Photo by James Salzano © 1985

Editor's Note 4
News 8
Software Previews 60
Book Reviews 64
New Hardware 70
New Software 74

ELECTRONIC LEARNING (ISSN 0278-3258) is published eight times during the year, monthly September through April, bimonthly November/December and May/June by Scholastic Inc., 730 Broadway, New York, NY 10003-9538 for $19.95 per year. Single copy, $3.50 (Foreign and Canadian pricing, write our Canadian office, address below.) Second Class Postage Paid at Monroe, OH 45050-9998 and additional mailing offices. POSTMASTERS: Send notice of address changes to Office of Publication, ELECTRONIC LEARNING, 351 Garver Rd., Box 2700, Monroe, OH 45050-2700. Address subscription correspondence to ELECTRONIC LEARNING, P.O. Box 2347, Wallaceps, NY 10954. Canadian address: Scholastic-TAB Publications, Ltd., Richmond Hill, Ontario L4C 3G5. In the United Kingdom: Scholastic Publications Ltd., Westfield Road, Southam, Leamington Spa, Warwickshire, England CV33 0JH. In Australia: Ashton Scholastic Pty. Ltd., P.O. Box 579, Gosford, N.S.W. 2250, Australia; and in New Zealand: Ashton Scholastic Ltd., 10 Hastie Avenue, Penrose, Auckland 6, New Zealand. Available on microfilm through Xerox University Microfilms, 300 N. Zeeb Rd., Ann Arbor, MI 48106. Available on microfiche through Bell & Howell, Micro Photo Division, Old Mansfield Rd., Wooster, OH 44691. Printed in U.S.A. Copyright © 1985 by Scholastic Inc. All Rights Reserved. Permission is granted to make machine copies of material in this issue for classroom use only. Permission to reproduce material in this issue, in whole or in part, in any form or format, for all other uses, must be requested from the publisher.

BEST COPY AVAILABLE

EDITOR'S NOTE

CAVEAT VENDOR

Software copying is back in the news. We first heard rumblings at the World Conference on Computers in Education Conference. There we heard of the confusion surrounding copyright issues. Questions about networking, archive copies, and multiple loading swirled about the seminar room. Is it *really* a violation of copyright laws, educators asked, for example, to load one copy of a program into several different machines?

We returned from that conference determined to do what we could to clear up the confusion. We headed for the phones and called 39 major publishers to learn their policies on networking, archive copies, multiple loading, and volume discounts. The results of that survey can be found in our feature "Untangling the Copyright Issues," which begins on page 46.

Tale of two letters. But, alas, there is more to the problem than just confusion. Just as we were putting the finishing touches on that article, we received two disturbing letters. The first was from the vice president of an educational software publisher and distributor. Attached to that was the reason for his writing, a startling request from an educator. They are both worth quoting at length:

Dear Editor,

We recently received the following letter from a prospective customer (see below).

I don't know whether to commend this writer for her uncommonly straightforward honesty—or whether to lambaste her for her nonchalant approach to illegal software duplicating. An attitude that appears to be so endemic among educators nowadays that there apparently is no longer any compunction to be clandestine about it. Maybe if I weren't so annoyed and discouraged about having to pilot my company through the throes of the software market shakeout, a shakeout caused in no small part by this "caveat vendor" sentiment, I could even laugh—but it isn't all that funny.

We...intend to maintain our 30-day preview policy, but unless educators as a group can be more scrupulous about buying all their software legitimately, few publishers will be around much longer who will be able to afford to develop and market any educational software.

Dear Sirs:

We have obtained the name of your firm in an article which describes "Software Distributors with Liberal On-Approval Policies." We are just beginning to look at software for use in our educational system. We are interested in companies that will accept on-approval orders for software, will give us 30 days to look at that software, and provide their catalogs free.

In addition, we are interested in companies who note in their descriptions of software, whether or not the software is write protected. We are going to attempt to buy software which we can duplicate and make available for our teachers. [Emphasis added.]

Would you please send us a free copy of your catalog and respond to our concerns about your policy regarding on-approval orders and return of software.

We trust that our survey of publishers will help sort out any confusion inherent in copyright policies. Yet, we also trust that the attitude expressed by this educator is atypical. Educators agree that the 30-day preview is a necessary part of purchasing software. Publishers agree also: about 75 percent of all publishers now offer the 30-day preview. For that to continue, though, publishers have to be able to trust that educators will preview, and not copy, their software. To the extent that such bald misuse of the preview policy feeds publishers mistrust of previews it is to no one's advantage.

—Robert Burroughs
Editor

ELECTRONIC LEARNING

PUBLISHED BY SCHOLASTIC INC.
Maurice R. Robinson, founder 1895-1982

EDITORIAL

730 Broadway, NY, NY 10003; (212) 505-3000
EDITOR: Robert Burroughs
ASSOCIATE EDITORS: Fran Reinhold
Tony McGinty
ASSISTANT EDITOR: Andrew Barbour
PRODUCTION EDITOR: Madeline R. Kraner
CONTRIBUTING EDITOR: Christopher Williams

EDITORIAL DIRECTOR, *ELECTRONIC LEARNING; TEACHING AND COMPUTERS:*
Jack L. Roberts

ART

ART DIRECTOR: Joseph Borzetta
FREELANCE ART ASSISTANT:
Kevin F. Fortunato
MECHANICAL ARTIST: Lyndell Brookhouse

ADVERTISING

ADVERTISING SALES MANAGER:
Denis O'Malley (212) 505-3489
NEW YORK OFFICE—730 Broadway, New York, NY 10003
MIDWEST MANAGER: Ray Barnes
MIDWESTERN REPRESENTATIVE:
Brian Barnhart
CHICAGO OFFICE—400 N. Michigan Ave., Chicago, IL 60611 (312) 467-6888
WEST COAST OFFICE: John Sabo
PO Box 3085
Redondo Beach, CA 90277 (213) 379-8455
ADVERTISING PRODUCTION DIRECTOR:
Gay Siccardi
PRODUCTION COORDINATOR:
Renee Torres
SPECIAL PROJECTS MANAGER:
Corona Gray

PUBLISHING

PUBLISHER: Richard M. Spaulding
ASSOCIATE PUBLISHER, ADVERTISING:
Edward Chenetz
BUSINESS MANAGER: Frank Fonte
ASSOCIATE PUBLISHER, CIRCULATION:
Thomas P. Noone
CIRCULATION DIRECTOR:
Terry Wm. Perkins
CIRCULATION PROMOTION DIRECTOR:
Irv Cohn
PUBLIC RELATIONS DIRECTOR:
Jeanne Krier

DIRECTOR, PRODUCT PRODUCTION:
Jim Brownell
EDITORIAL DESIGN DIRECTOR: Dale Moyer
SYSTEMS MANAGER: David Hendrickson
CHIEF LIBRARIAN: Lucy Evankow
PERMISSIONS: Diane Molleson

***EL* ADVISORY BOARD**

LeRoy Finkel, Instructional Computing Coordinator, San Mateo County Office of Education, Redwood City, CA • Tom Layton, Teacher, South Eugene High School, Eugene, OR • Merle Marsh, Academic Dean, Worcester Country School, Berlin, MD • Dr. Stanley Pogrow, Associate Professor of Educational Administration, the University of Arizona, Tucson, AZ.

BEST COPY AVAILABLE

don't have any programs reviewed during the first year? "That will happen," says Brittain, since the states were more concerned with including programs they wanted to see reviewed than with picking programs from a list of companies. "We also had to think about programs that people really needed, like remedial algebra and reading programs," says McCandless. "We don't have all the answers," she emphasizes.

They do, however, have hopes that SEED will open a dialogue among state people, and hardware and software companies, allowing them to discuss the software needs of educators, the best ways to review software, and how to eliminate pirating. A few software developers have also expressed an interest in discussing such topics. If all goes well, SEED could provide the basis for a beautiful—and budding—relationship.

SCHOOLS

THE LEAP TO LITERACY

COMPUTERS HELP AMERICAN INDIANS BRIDGE PAST AND FUTURE

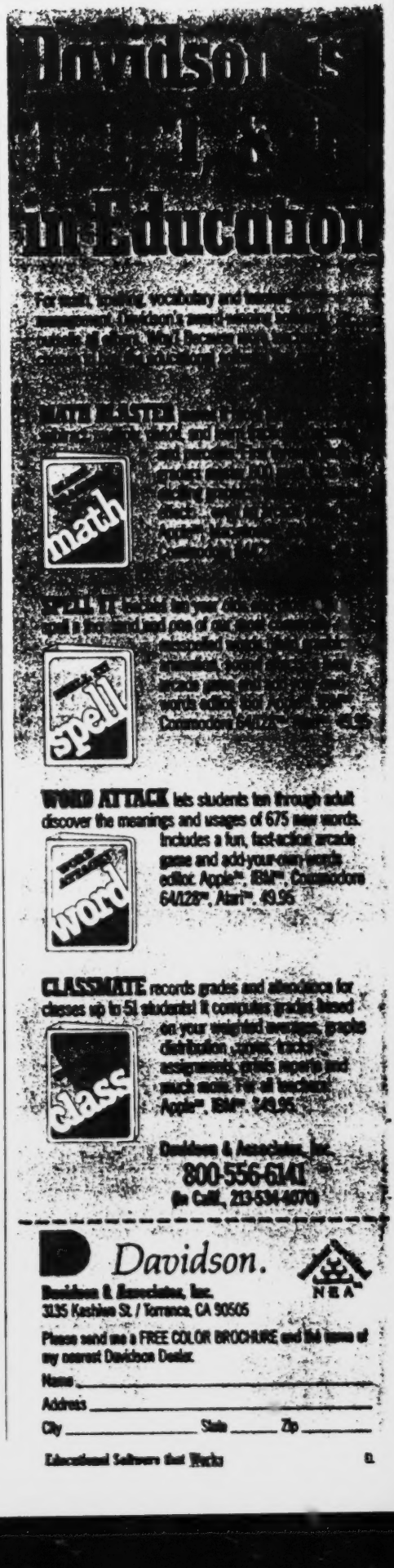
IN A REMOTE AREA OF NORTHwestern California where even telephone lines can be something of a technological rarity, Humboldt State University is developing a computer-assisted program to aid four American Indian tribes in making the transition to bilingual literacy. Utilizing a grant of three Apple Macintosh computer systems, educators in the Klamath-Trinity School District will try to overcome the literacy problems faced by members of the Tolowa, Karuk, Yurok, and Hupa tribes, problems which have led to 90 percent unemployment and a 50 percent drop-out rate.

Part of the problem has its roots in earlier history. "Children were told to behave as if they were white," says Tom Parsons, the director of the Center for Community Development at Humboldt State University. "They had their mouths washed out with soap if they talked Karuk," he continues. As the Indian languages became less prevalent, therefore, it was thought that the Indian tribes would become literate in English. Not so. "Although they may no longer be fluent in their own language, Indian students are nevertheless handicapped by the oral nature of their traditional language, so they can't compete in a written language like English. It is a huge transition for students to make, going from an oral to a written language," explains Parsons

Computer alphabet. Furnished with three computers and three printers, therefore, Humboldt State's American Indian Languages and Literature Program plans to utilize a computer alphabet composed of forty symbols, called Unifon, to help students become bilingually literate. The Unifon symbols are able to reproduce phonetically the languages of the Indian tribes, languages which had previously been solely oral in nature.

The program has used Unifon in a limited capacity since 1966 but with the arrival of the computers, progress can speed up. "We have developed a Unifon type font for each of the languages, since they use totally different sounds," says Dr. Ruth Bennett, the Assistant Director of the Center for Community Development. "Now we can use the computer to create Unifon symbols almost like a typewriter."

The major project for the year will be the creation of a Natural Resources

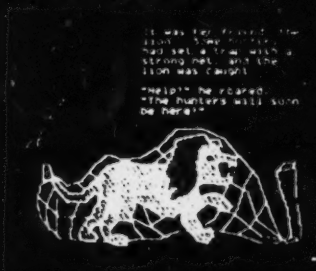

Davidson's
EDUCATION
math
spell
WORD ATTACK lets students ten through adult discover the meanings and usages of 675 new words. Includes a fun, fast-action arcade game and add-your-own-words editor. Apple™, IBM™, Commodore 64/128™, Atari™, 49.95
word
CLASSMATE records grades and attendance for classes up to 51 students! It computes grades based on your weighted averages, grade distribution, scores, tracks assignments, prints reports and much more. For all teachers. Apple™, IBM™, $49.95
class
Davidson & Associates, Inc.
800-556-6141
(In Calif., 213-534-4070)
Davidson.
NEA
Davidson & Associates, Inc.
3135 Kashiwa St. / Torrance, CA 90505
Please send me a FREE COLOR BROCHURE and the name of my nearest Davidson Dealer.
Name
Address
City State Zip
Educational Software that Works

READER SERVICE CARD

Mindscape

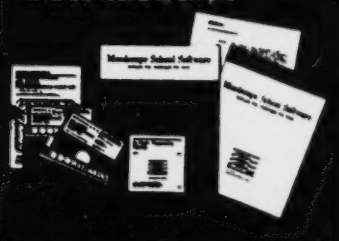
Software that challenges the mind

BANK STREET STORYBOOK
by George Brackett



With Bank Street Storybook by George Brackett, students can combine text and graphics to create dynamic stories.

- Built-in word and graphics processor
- Develops creativity and planning skills
- Sample stories included on disk
- Powerful editor makes changes and corrections simple



Grades 3-9
Available for Apple® II family, Commodore 64/128™, IBM® PC/PCjr $49.95

MINDSCAPE

Mindscape School Group
3444 Dundee Road
Northbrook, IL 60062

NEWS

Dictionary for each of the four Indian languages, in which entries will be listed in English and the tribal Indian language using Unifon. By utilizing the graphics capabilities of the computer, it will also be possible to illustrate many of the dictionary entries. "Since the dictionary is focusing on nature and natural elements, it is culturally interesting to the Indians," says Bennett. "If we're going to make them literate, it is essential that the Indian students write about things which are important to them," she continues.

The first step towards compiling the dictionary has elementary students write sentences on the computer describing whatever they know about certain objects, like birds and trees. These descriptions are then passed onto the adult language classes where they discuss the children's efforts and add what they know. "It gets everyone involved. It has led to the coordination of all our language classes in the district, and in the process the students are becoming literate," explains Bennett.

The set-up. The computers are being introduced in schools' bilingual classes in which approximately 600 students are enrolled. One computer is kept at the center at Humboldt State University, another in an elementary school, while the third acts as a "floater," moving from site to site throughout the remote district. Twelve teacher-credential candidates in bilingual education assist in the scheme with help from the tribal teachers. The floating computer is accompanied by staff from the university.

It is hoped that the program will eventually have modems that will allow educators to communicate with schools that are totally isolated. "Some of them are not even on phone lines, so telephone calls must be relayed by short wave," says Parsons. "With modems, however, those remote schools will be able to contribute a great deal more to the dictionary project than at present."

Parsons stresses that the importance of the computers and the Unifon alphabet goes far beyond the teaching of language literacy. "The Indian tribes' knowledge of the language and culture of their people had been fast disappearing," he notes. "We don't think it's an accident that since the program got going the tribal ceremonial dances, which are used to express who and what they are, have come back." The last time there was such a dance was 1912.

ADMINISTRATION

TESTING THE CURRICULUM

COMPUTERIZED TEST MANAGEMENT LEADS TO BETTER STUDENT SCORES

IN ADDITION TO REQUIRING students to take the California Achievement Tests in math, writing and reading, the state of North Carolina is now considering adding science and social studies tests as well.

The goal is admirable, if a little daunting: Using these test results, educators can tailor their instruction to focus more closely on the perceived weaknesses of the students. The prospect, however, of sorting through pages and pages of standard scores, percentiles, and grade equivalents is hardly something to be relished.

Consequently, some schools are turning to computers to handle the problem. Such a school is Fred L. Wilson Elementary, a K-6 school of a little over 400 students located in

The San Francisco Examiner, on the front page of its Sunday, September 23rd, 1984 issue (an excerpt follows) gave special recognition to the cultural value of the Center's sixteen year American Indian Languages & Literature Program in Northwestern California.

Sports final

San Francisco Examiner

Sunday
September 23 1984
★★★ 75¢

31

BEST COPY AVAILABLE

Contents

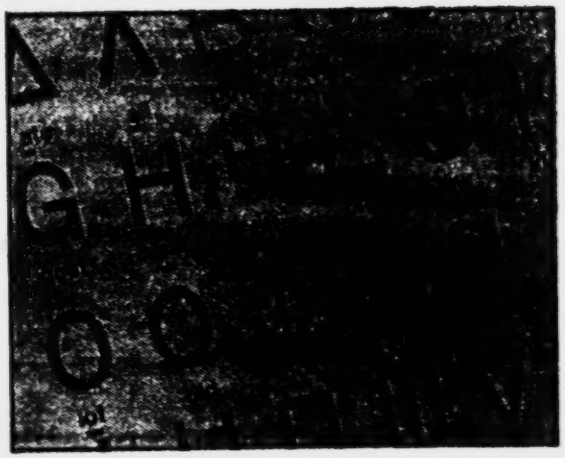
San Francisco Sunday Examiner & Chronicle

SECTION A
Main news
Bill Mandel
SECTION B
California
Auctions
Weather
SECTION C
Sports
Art Spander
SECTION D
Business
HOMES/WANT ADS
SCENE/ARTS
TRAVEL
CALIFORNIA LIVING
DATEBOOK
Theater/Movies
Events/Nightlife
TV WEEK
Television logs
Terrence O'Flaherty
SUNDAY PUNCH
Herb Caen
Art Hoppe
THIS WORLD
Leading columnists
REVIEW
Books/Art/Music

Vol. 1984 No. 39

34

Another way/Learning native tongues



By Carl Irving
Examiner staff writer

HAPPY CAMP, Siskiyou County — In a few weeks, old Shan Davis will teach Leaf Hillman the Karok prayers so he can "go to the mountain," once a customary ritual for young braves.

"Without the language, what are you going to do?" asked the 20-year-old Hillman. "Am I supposed to go up there and speak English?"

"We pray in our native tongue," said Davis.

Hillman is the first Karok in decades to master the ancient language. He is the second after Davis ever to read and write it. To the members of his tribe, which until recently didn't exist in the eyes of the government, he represents hope for the future after more than a century

—See Page A22, col. 1

35

BEST COPY AVAILABLE

North State Indians learn cultural pride through languages

—From Page A1

of suffering. The Karoks had almost disappeared as a people.

Their sacred mountain is threatened now by the U.S. Forest Service, which wants to complete a road to it so loggers can get in. But the Karoks, organized and together again, plan to fight. Their language, which the 68-year-old Davis and Hillman teach adults and children, has provided the base by restoring pride.

"It helped the people realize they were not just Indians, but Karoks," Hillman said.

"We must upright the world on its axis again," Davis said. "We must relearn the native tongue through which the old wisdom is passed on."

For thousands of years, the Karoks lived in the winding valley, fishing in the Klamath River that flows quietly by, more than 100 miles from the sea. They hunted in the endless forests on either side of the river.

Suddenly, in 1850, white miners, loggers and soldiers appeared, followed by massacres, rape, disease and starvation. The tribe shrank from 3,000 members to a few hundred, scattered, demoralized and forgetting or ashamed of who they were.

Then, a decade ago, came Tom Parsons, a Kennedy-era Peace Corps worker, to organize classes about what it meant to be a Karok, beginning with the native tongue. He found an alphabet that earlier scholars had developed and adapted it for use not only by the Karoks but by other tribes of Northwestern California. And he found Davis, a bright man with an alcohol problem, who still knew the language. Davis stopped drinking and began teaching the Karok language in school.

TRIBES' TERRITORIES
Map shows where they lived

In so doing, he described the tribal customs and way of life and religion as he remembered it from his parents. He remembered Karok because "It was all my mother and dad spoke."

And he picked up Parsons' special alphabet, intended to make reading and writing in Karok easier to learn.

Other older people, through Parsons' efforts, also obtained teaching credentials, allowing them to teach Karok in Orleans, 60 miles downstream. And the ceremonies and the sacred places were rediscovered and revived. This summer, the Karoks did one of their major dances, the World Renewal ceremony. The Karoks hadn't danced since 1912.

Many whites live among the Karoks, and some of their children signed up for the tribal classes.

"I wanted to learn the Indian language as they know it," said Robert Martin, a junior in high school here. Martin is white but, like Nim White, a senior who is a Karok, he had become curious when he heard old people starting to speak their native language openly.

"I want to talk with the old people," White said.

That hadn't happened for many years. For generations, parents had warned their children to behave as if they were white.

"They read the fairy tale books about Indians written by whites and the teachers washed their mouths out with soap if they were caught speaking Karok," said Hillman. When he heard about Davis, he got special permission to travel the 60 miles each day from Orleans and go to school here.

"I questioned him constantly and I wrote it all down," said Hillman. He added his young enthusiasm to the revival and recently began teaching courses at the high school here and the elementary school near his home. Soon, the Karoks will publish their first dictionary.

The Karoks organized, counted themselves and submitted a petition to Washington. Federal authorities had not been aware of their existence. For the first time, the Karoks officially became a recognized tribe. As a tribe, they recently qualified for a grant to build a salmon hatchery.

"Recognition came directly from the language revival," said Hillman.

Northwestern California was among the most densely populated Indian regions in North America. The tribes generally were small, divided by the river valleys, and war was unknown.

All of them suffered from the arrival of the whites. Some tribes literally disappeared. The Indians — men, women and children — were fair game.

"There was no stigma about exterminating Indians," said Richard Gould, professor of anthropology at Brown University, who has studied the Tolowa tribe, which lived along the coast near what is now Crescent City. "It happened very fast and there was lots of gloating in the newspapers between the 1850s and '70s. The area had some of the worst massacres in California."

Many of the basic language families among North American Indians had existed in the area. While Parsons found he could help revive the Hokan tongue of the Karok, the Athabascan of the Hupa and Tolowa and the Algonquin of the Yurok tribes, he was too late for some of the others, such as the Algonquin-speaking Wiyot, who had lived on Humboldt Bay. Parsons could not find a member of the tribe who still remembered enough of the language to put it down in writing.

"We found one old woman who said she could understand but not speak," he said. Most of the Wiyots were massacred by whites one day during a ceremonial gathering on an island in the Bay.

However, Parsons' efforts were in time for the Tolowa to return from near-extinction. Once numbering in the thousands, only 17 couples remained by the end of the last century.

A young Tolowa, Loren Bommelyn, is remembered by Richard Bennett, Del Norte County supervisor and former principal at Del Norte High School, as a "troublesome kid" until he began to learn his ancestral language. Bommelyn went on to Humboldt State University, now teaches at the high school and leads the way in reviving Tolowa ceremonies.

"The language program gave them a strong sense of their identity," said Gould, who did his Ph.D. dissertation at the University of California at Berkeley on the Tolowas. "The language provided the key to their traditions."

During his last visit to the area in 1981, Gould said, he found "the gap that existed between the generations closing rapidly. There was a real cultural revival."

When Gould had begun his research in the early '50s, he could find only eight people still using the Tolo-

—See next page

'Now they know they're Indian — and they're proud of it'

—From preceding page

wa language. Now, 300 copies of the first Tolowa dictionary have been circulated, and Bommelyn hopes that will bring in more information to make the next edition more complete. Much of it was completed just in time.

"Every time an elder died, certain amounts of tribal knowledge disappeared," said Bommelyn. "By five years ago, no one alive would have known the word for a stone adze." He spoke of Amelia Brown, who died in 1979 at the age of 110. She had contributed much of the language, having been born 13 years after most of the Tolowas were killed, at a place called Yontocketi.

About 500 Tolowans have been counted by now, many of them eagerly learning the language and customs.

"Now they know they're Indian and they're proud of it," said Bommelyn. "They're reinforced by facts given in a friendly environment. In my time, there was too much hatred because of what happened to my people."

The mood has mellowed. After years of having to battle for a little support from the administration at Humboldt State, Parsons now finds a friendlier atmosphere for his fellowship program, which has been expanded to 12 Indians.

The change is reflected among the white residents. Seven years ago, the Clarke Museum in Eureka, the major museum in the region, recognized that Indian life deserved attention. Collections of basketry and other crafts collected and stolen from Indians years before were put on display and became one of the major exhibitions.

The massacres aren't mentioned, however.

"We're trying to project a positive image," said Tom Hannah, a member of the museum's board of directors. "Enough has been said in historic reports and records about what happened in the past. This display is a positive memorial. They are learning in the schools about what happened."

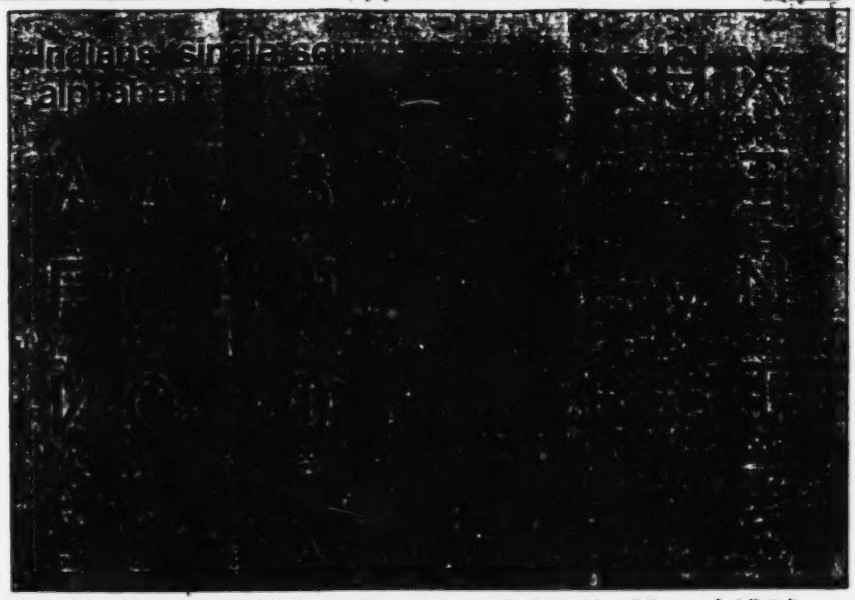
Curator Coleen Ketley, who first brought Indians into the museum to help prepare tribal displays, said schoolchildren now tour the museum more frequently. The museum provides oral histories and videotapes and lends out costumes for tribal ceremonies.

Now 60, Parsons has been roving for 15 years over a 10,000-square-mile area of mountainous terrain, helping to salvage the tribal literatures, get them published, document histories, record and compile traditional music, rediscover and apply old crafts, chart the ancient geography, and produce five documentary films.

After a decade and a half of lobbying, he also got Humboldt State to offer degrees and teacher's certificates for American Indian languages and literatures. Last month, Parsons was honored by the National Community Development Society, composed of teachers and community workers, for enabling the four tribes to salvage their literatures.

Richard Thomas, a professor at Southern Illinois University and head of the society, calls Parsons' work unique in the United States and probably the world.

"Universities tend to look to research about a people's history rather than current needs," said Thomas. "But Parsons found a high correlation between the loss of arts and crafts and language and music and dance and their decline economically. He helped these groups rehabilitate themselves."



This alphabet was developed by early Indian scholars and adapted for all the area's tribes.

33 BEST COPY AVAILABLE

The Community Development Society initiated its Annual Awards Program in 1984 by presenting three national Community Development Achievement Awards. A copy of the citation for the Center for Community Development is attached.

Thomas S. Parsons

Tom Parsons' creation of the American Indian Languages and Literature Program in the Center for Community Development at Humboldt State University is one of the most innovative achievements in professional community development during the past 20 years. By recognizing national treasure before its extinction, this program first adapted an internationally acknowledged, easy-to-learn, uniphonetic alphabet to write Indian languages precisely, and then schooled fluent local speakers in its use and dissemination.

Tom's foresight enabled four northwestern California tribes, with assistance, to salvage their venerable literatures, publish them in tribally compiled textbooks; document their (pre-)history; record and compile their traditional music; rediscover and creatively apply archaic, but currently valuable, technologies and arts; chart their ancient geography; catalog their ethnobotany; reenact all this authentically through coached drama, produce five internationally acclaimed documentary films explicating this complex cultural regenerative process; and organize these powerfully pride-building elements into award-winning curricula for use in pre- and elementary and secondary school and in college and university classrooms.

A scholarly curriculum was created in an intertribal network of American Indian community development projects, in a 10,000-square-mile area of California mountainous terrain. The California Department of Education recognized the program, and the most eminent (generally elderly) Indian graduates were given credentials to teach in the public schools and colleges.

After a 15-year effort, the first off-reservation, state university curriculum offers a bachelor's or master's degree, together with a teacher's certificate, in the Teaching of American Indian Languages and Literature and in American Indian Bilingual Education. This federally and state funded program serves candidates nominated by their tribe or group from both American continents.

Tom is a founding member of the Community Development Society, has served six years on its Board of Directors and, at various times, on its Membership, Education, and Nominating committees. As host of the Society's Twelfth Annual Meeting in August, 1980, he also, of course, chaired its Local Arrangements Committee and assisted that year's Program Committee.

BEST COPY AVAILABLE

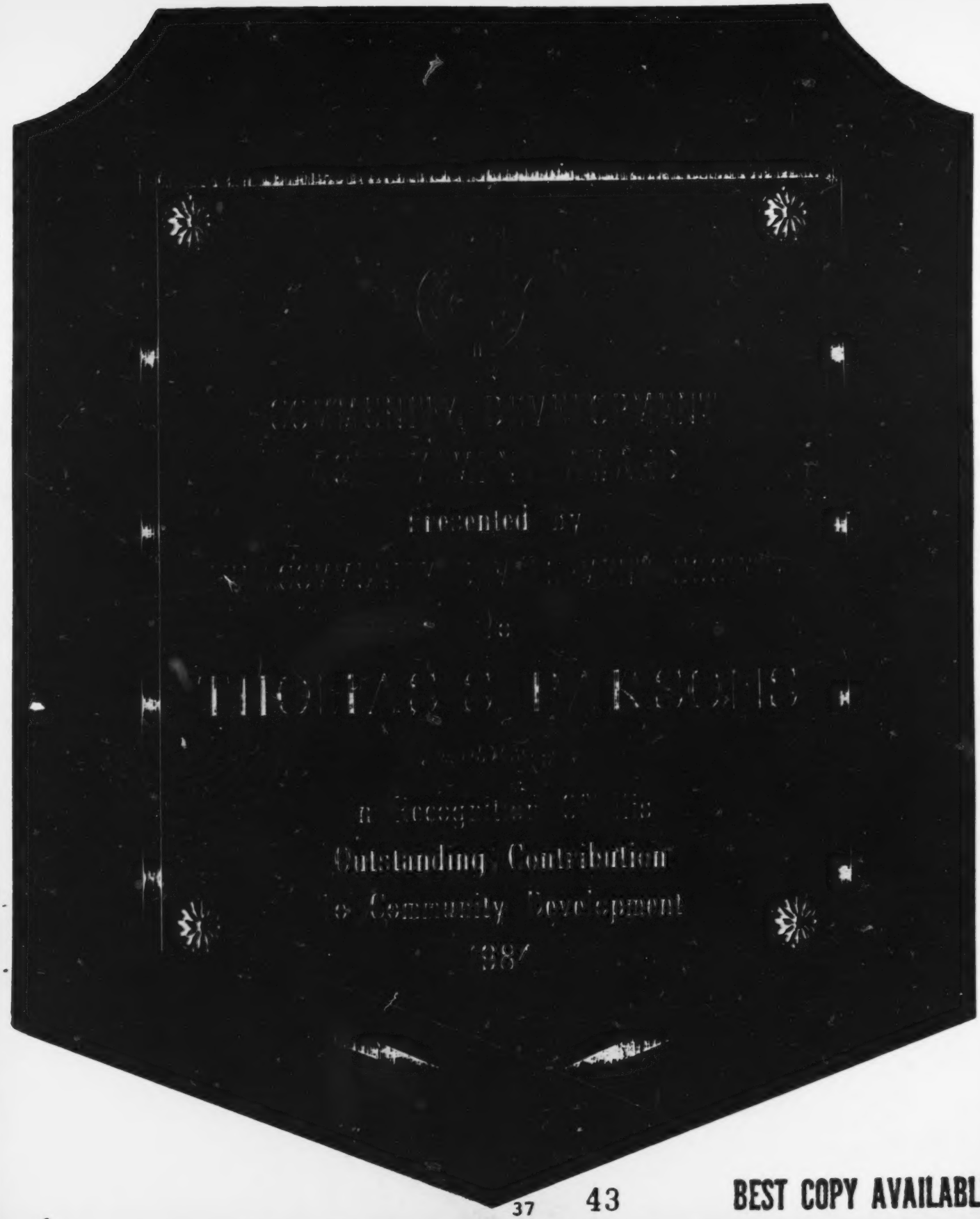
COMMUNITY DIVELOPMENT SOCIETY

AWARDS

Annual Meeting

LOUISVILLE, KENTUCKY

AUGUST 8, 1984



Presented by

to

Outstanding Contribution
to Community Development

1984

BEST COPY AVAILABLE

APPENDIX I

American Indian Bilingual Emphasis Program
Center for Community Development
Humboldt State University

Director: Dr. Ruth Bennett, Shawnee

This Bilingual Emphasis Program was cited 12/5/84 in a report (Code EP & R 84-59) on Bilingual Program Activity in The California State University System, 1983-'84. To place it in system-wide context we shall excerpt from that report as follows:

"Bilingual/Cross-Cultural Credential Programs

"Bilingual teaching credential programs available in The California State University include the bilingual emphasis, bilingual specialist, and bilingual certificate of competence. These programs are supported and complimented by a variety of master's degree programs offered in education and other disciplines that contain a bilingual/cross-cultural option, focus, or concentration. All programs are designed to service students who have particular interests and needs in the area of bilingual education, and/or those in need of cross-cultural knowledge and expertise.

"The available credential and certificate programs are detailed below:

"The bilingual emphasis program (see Table 1) prepares students to teach in Bilingual K-12 classrooms. The emphasis consists of a specified group of courses and experiences, approved by the Commission on Teacher Credentialing, that teacher candidates can complete in concurrence with multiple subjects or single subject credential programs. Presently, 19 CSU campuses offer bilingual emphasis programs in the following languages: Spanish (18 programs), Cantonese (2 programs), Native American (1 program), Vietnamese (2 programs), and Portuguese (1 program).

"Through ESEA Title VII, the campus provides workshops for the enrichment of the University and local rural communities. Some recent examples include "Bilingualism and the Community," "Ancestral Languages Conference," and "Computers and Media in Bilingual Education.""

GRANT PROPOSALS FUNDED OR PENDING

Bilingual Emphasis Program, United States Office of Bilingual Education, through ESEA Title VII, IHE Teacher Training Grant, 3rd year of a three year cycle, total $102,000. Funded.

"Speaking Graphically in Indian Languages," Wheels for the Mind Cycle II Competition, Apple Education Corporation. Three

Apple Macintosh Computer Systems, with software, printer, dual disk drive, carrying case, and other accessories. Total equipment value $14,000. Funded.

Northwest California has always had a multiplicity of languages and cultures. For the last 135 years, the survival of the American Indian languages and cultures have been in jeopardy due to cultural intrusion, and conflict bordering on attempted genocide. Today, American Indian students still constitute a majority in the schools in the Klamath-Trinity Unified School District on the Hoopa Indian Reservation, Hoopa Indian Reservation Annex, and in adjacent communities.

The Apple Education Corporation has given Dr. Ruth Bennett three Apple Macintosh 512K Computer systems designed to improve instructional services in the four languages of Hupa, Yurok, Karuk, and Tolowa. These computers address the unique needs of the American Indian population by bringing new technology to the school setting. The Macintosh provides the educational resources to type, draw, store, retrieve, and print the Indian languages, concurrently with English. This unique graphics capacity of the Macintosh will be used to create Natural Resources Dictionaries. The computers also provide an educational tool to improve the language skills of Indian children through practice in sequenced thinking.

Supervised Field Experience: Hupa, Yurok, Karuk, Tolowa. Academic Improvements Grant, CSU System Chancellor's Office. Through Multi-cultural education. The HSU proposal was rated 1st out of a field of 13, but no grants were made in this category for the 1985-86 academic year. Pending.

However, one outcome from this proposal was the suggestion from Frank Young of the Chancellor's office that Dr. Bennett participate in the Multi-cultural conference, a CSU system-wide conference to be held at Chico State University in November, 1985. Dr. Bennett contacted the Chairwoman of the Planning Committee, who requested that Dr. Bennett give one of five workshop sessions on Model Programs within IHE Multi-cultural Education Program.

CURRENT PROGRAM ACTIVITIES

Areas of Education

The design of bilingual education programs generally follow federal guidelines. Some categories designate level of education such as elementary school, high school, and adult education. Other categories have to do with areas of interest such as curriculum development and linguistic research.

Always an issue is the language of instruction with the native language taught as a vehicle for making the transition to the dominant American society. Although English is the ultimate language goal, the number of years spent teaching in the native language varies. One contributing factor in maintaining instruction in the native language is the importance placed upon native language instruction by the native community. In the American Indian community, the native language is associated with the preservation of the native culture. Ceremonial dances as well as native arts and crafts can be known only through the original native terms. There is of course, always some sort of translation possible but because the native world view and concepts about many things differ from the English-speaking world, maintaining the concept is difficult. Many of the native legends, for example, have poetry-like structures, and the poetry is part of the meaning. Paraphrasing into English loses the rythm, imagery and other poetic devices. Thus the Bilingual Emphasis Program at Humboldt State University is dedicated to the dual purpose of aiding the native studen to the transition to the dominant society while still maintaining support for the tribal identity.

The following are areas of specialization in our Bilingual Emphasis Program:

Institute of Higher Education (IHE)

The Bilingual Emphasis Program prepares students to teach in bilingual K-12 classrooms. The emphasis covers a specified group of courses and experiences approved by the Commission on Teacher Credentialing, which teacher candidates can complete in concurrence with multiple subject majors. The credential is awarded in conjunction with the standard Multiple Subjects Credential. It is called "The Multiple Subjects Credential with a Bilingual/Cross-Cultural Emphasis in Hupa, Yurok, Karuk, and Tolowa". Presently, Humboldt is the only University in the CSU system offering a bilingual program for Native American languages. (see Anthony J. Moye, Bilingual Program Activity in The California State University, Coded Corespondence EP & R 84-59, 10/18/84)

Presently, there are 12 slots for university students. The students currently enrolled in the Bilingual Program range from university freshmen through graduates, and are distributed across the four tribes as follows:

	Hupa	Karuk	Yurok	Tolowa
Undergraduate	2	3	1	
Graduate		2	3	1

Projected dates of graduation over the coming academic years are as follows:

1985-86	1986-87	1987-88
1	2	4

Progress towards the credential have been slowed by changes in requirements by the Education Department of the university in accordance with the monitoring team visit of the Commission for Teacher Credentialing in March 1985. One major change was to increase bilingual methods requirements (ED 121E+ from one quarter unit to five quarter units (distributed over two semesters, beginning 1986-87).

Students

Yurok

Burns, Charley
Marks, Diane
Myers, Richard
*Poitras, Ellen
*Dobrec, Ella

Karuk

Hillman, Leaf
Riley, Nancy
Shaw, Carolyn
Tripp, Brian

Hupa

Norton, Ken
Risling, Pam

Tolowa

Redner, Barbara

---

* Field experience and student teaching at Jack Norton School, Pecwan.

Courses in the Program

NAS 196 - American Indian Oral Traditions and Education
1 quarter unit

A study and analysis of the various methods in which American Indians communicate and perpetuate their tribal heritage through oral traditions, myths, speeches, folklore, songs, dances, prose, poetry, and contemporary writings. Focus will be upon the cultural knowledge, symbolic meanings, and native theory made available in the classic literature and cultural processes.

Dr. Ruth Bennett

ED 101A - Bilingual Education
2 quarter units

An introduction to bilingual education. Students will study a California Indian language, learn how to transcribe linguistic data, and demonstrate their knowledge of principles of target language learning.

Dr. Ruth Bennett

ED 101B - California Indian Linguistics
2 quarter units

A study and analysis of California Indian languages with an emphasis on textual analysis. Selection of a Hokan language as a model for instruction.

Dr. Ruth Bennett

ED 101C - Second Language Acquisition
2 quarter units

Models for Second Language Acquisition: A study of five approaches to the learning of second languages with an emphasis on American Indian ancestral languages.

Dr. Ruth Bennett

ED 101D - Linguistics & Bilingual Education
2 quarter units

Linguistics and Bilingual Education emphasizes the application of linguistics to the teaching of English and the target language to California natives.

Dr. Ruth Bennett

ED 101E - Bilingual Curriculum
2 quarter units

Curriculum in Bilingual Education offers a variety of ideas including instructional materials, ordering content areas, and differing modes of instruction.

Dr. Ruth Bennett

ED 101F - Introduction to Bilingual Education
2 quarter units

Instruction in strategies for learning in bilingual education. Description of bilingual programs and the array of

instructional and administrative roles. Discussion of how bilingual programs become effective.

Dr. Ruth Bennett

ED 101G - Bilingual Education in American Indian Communities
2 quarter units

The course will teach parents of bilingual American Indian children how to learn two languages, and how to develop techniques to, in turn, teach a first and second language. Parents will work with fluent speakers of American Indian languages in order to create language lessons. A follow-up course will involve parents teaching the lesson units they have participated in designing.

Dr. Ruth Bennett

ED 101H - Bilingual Literacy
2 quarter units

A course that will deal with basic technical problems in developing bilingual literacy. Computer literacy will be explored through individualized computer instruction in the printing of lesson units and other printed instructional materials. A computer system with a flexible style will be utilized.

Dr. Ruth Bennett

ED 199
1-4 quarter units

Individualized instruction in topics covered in ED 101's with opportunity for student-initiated projects.

Dr. Ruth Bennett

Elementary School Education

Various methods of teaching language have been tried at the elementary school level. A student of any age learning language must learn to hear, and then produce, the distinct consonant and vowel sounds that comprise the sound system of the language. The meaningful consonant and vowel sounds, in contrast to those sounds that are not meaningful, comprise the phonemic system of the language. The phonemic system acts as a kind of filter through which the native speaker hears the sounds of a language. The grammatical system includes all of the formal features which

express meaning and the relationships between these features. At the elementary school level, both phonemics and grammar are taught in terms that children of this age can understand. The Unifon alphabet, with its simple one-to-one correspondence between symbol and sound worked out by tribal elders who are fluent speakers in a language, is the basis for elementary school instruction. Grammatical construction focuses on sentence-building exercises, and on the most basic elements of the sentence: subject, object, verb.

Public school classes are currently located:

DESIGNATED PUBLIC SCHOOLS IN AMERICAN INDIAN COMMUNITIES

Public School	Language of Instruction	Student Pop. served by Bilingual Education
Klamath-Trinity Unified School District:		
Hoopa Elementary	Hupa/English	413
Jack Norton Elementary	Yurok/English	41
Weitchpec Elementary	Yurok/English	59
Orleans Elementary	Karuk/English	19
Del Norte Unified School District:		
Sunset Continuation	Tolowa/English	23
Happy Camp Unified School District:		
Happy Camp Elementary	Karuk/English	17
	TOTAL	572

High School Education

High school students have already mastered a considerable portion of the lexicon of a language. The lexicon includes more than what we usually call vocabulary: it also includes the cultural referents which words reflect in each language, restrictions placed on the selection of words in specific contexts, and an analysis of which words may occur together in a language and which may not. Because cultures are reflected so vividly in the lexicons of their languages, learning a language requires learning new patterns of thought. Therefore, thinking skills is the focus of high school instruction.

Pre-School Education

Language is a social phenomenon; language would not even exist if humans were not social beings who must communicate in order to cooperate. And language is always learned in a social context. All language teachers at the pre-school level need therefore to have some understanding of how to make language learning a social activity. Reciting vocabulary in unison, reciting poetry, singing songs, and creating other use with the pre-school child. He comes to associate language learning with a social activity, and is motivated to learn language to become a part of the social group.

Linguistics

The second language of a community is brought into the schools in bilingual education, and the range of concepts and linguistic features that may be built upon by the teacher depend upon the age and experience levels of the learner. Most bilinguals live among other bilinguals who have contact most frequently with speakers in a monolingual community. Children of Yurok speakers may be exposed to both Yurok and English at home, but only hear English spoken in the school community. The task of a linguistic approach to teaching language is to devise appropriate strategies for acquiring both languages, since the home language is the one of the students' primary ethnic identity, whereas the school language is the English language of the dominant society.

Curriculum Development

Producing materials to document the teaching approach and for use in instruction may take many forms, including books, booklets, worksheets, audio tapes, videotapes, slides, films, and computer diskettes. Curriculum can also focus on the spoken language, and consist of dramatic activities, storytelling, role play, arts and crafts, and music. The key goals of any curriculum is to foster interest in learning the language.

PUBLICATIONS

American Indian Bilingual Education Credential Program, Hupa, Yurok, Karuk, or Tolowa Emphasis, HSU/CCD.

Multiple Subjects Credential with a Bilingual/Cross Cultural Emphasis in Hupa, Yurok, Karuk, and Tolowa. HSU/CCD.

Hupa

Songs of a Medicine Woman, Alice Pratt
Origin of Fire, Alice Pratt
He is Dug Up
Coloring Book
Teacher's Guide to Word Games
Hupa Language: Literature and Culture
Hupa Stories Told in Springtime. Ruth Beck, Marian Mooney, Herman Sherman, HSU/CCD
Indian Story Day. Fred Davis, Pearl Randall, Herman Sherman
Ceremonial Dances. Fred Davis, Herman Sherman, Ruel Leach
Hupa Consonants
New Hupa Spelling Book

Yurok

Downriver Indians' Legends

Karuk

Karuk Stories
Crossword Puzzles
Basketmaking Among the Karuk

Tolowa

Tolowa Language

Workshops, Seminars, and Conferences

Each year, the Bilingual Program hosts a variety of workshops, seminars, and conferences. There is an end-of-the-summer wokshop held at a bilingual field site. In 1984, it was held in Happy Camp, and focused on Activities to Stimulate Sentence Building.

The Spring Seminar, "Continuing our Traditions" featured keynote speaker William Bright, noted Karuk expert and Professor at U.C.B., and included the following presentors:

-Introduction: Michael Wartell, Vice President, Academic Affairs, Humboldt State University
-Keynote: William Bright, Professor of Linguistics, U.C.B.
-Special Recognition Award: Carolyn Risling Shaw, Artist, Karuk
-Traditions and Contemporary Indian Communities
-Kathy Heffner, Anthropologist, Native American Program; Manager, U.S.F.S.
-Video Presentation: Charley Burns, Yurok Bilingual Student, Artist

-Video Presentation: Brian Tripp, Karuk bilingual Student, Artist
-Presentation: John Simmons, Coordinator Title VII, Native American Bilingual Program, "Interactive Computer Video Delivery Systems"
-Presentation: Pat Wenger, Professor of Anthropology, HSU, "Micro Computer Data Files of Northern California Indian Languages"
-Presentation: Bilingual Education Program, Center for Community Development, Humboldt State University

Student Projects

Brian Tripp and Charley Burns, "Continuing Our Traditions" (Videotape Documentary)

Ella Dobrec, "Lesson Plans for Yurok Language" (Jack Norton Elementary)

Nancy Riley, "Three Karuk Stories" (Bilingual Text)

Ellen Poitras, "Yurok Verbs"

Diane Marks, "Smelt Fishing"

1985 Summer Programs

Karuk Language Program: Somes Bar - Teacher, Gladys Guy
Karuk and Yurok Language Programs: Arcata - Teachers were Brian Tripp, Charley Burns, Lynn Shaw
Yurok Language Program: Pecwan - Teachers were Georgiana Trull, Josephine and Jimmie James
Hupa Language Program: Hoopa - Teachers were Herman Sherman Sr., Ruth Beck

APPENDIX II

HUMBOLDT RECREATION PROGRAM

ANNUAL REPORT

1984

56

IN COOPERATION WITH THE CENTER FOR COMMUNITY DEVELOPMENT
AND THE MANILA WESTHAVEN PARENT COUNCIL

CENTER FOR COMMUNITY DEVELOPMENT

DIRECTOR: Tom Parsons

MANILA-WESTHAVEN PARENT COUNCIL, INC.

BOARD OF DIRECTORS

Ginger Trembley
Alicia Wright
Steven Corria
Siddig Kilkenny
Becky Alvarez
Cathy Silver
Loma Mosely
Roy Marin

EXECUTIVE DIRECTOR

Kim Montgomery

RECREATION DIRECTOR

Peter B. Shepard

ACCESS COORDINATOR

Jill Krauss

OFFICE MANAGERS

Nancy Hill
Sue Williams

CLERICAL STAFF

Amy Devore
Mimi La Plant
Trish Grantham

ACCOUNT CLERK

Lucy Silviera

RECREATION INTERNS

Patti Ryan
Nan De Malville
Teri Provence

EMPLOYMENT TRAINING DEPARTMENT

Michell Smith

HUMBOLDT RECREATION PROGRAM
ANNUAL REPORT
TABLE OF CONTENTS

LETTER FROM THE DIRECTOR..... 1

INTRODUCTION..... 2

SUMMER FOOD PROGRAM..... 4

STAFF TRAINING..... 5

STAFF PARTICIPANT CHART..... 6

FUNDING SOURCES..... 7

RAFFLE TICKET SALES..... 8

HUMBOLDT AREA FOUNDATION GRANTS..... 9

FUNDRAISING ACTIVITIES..... 10

SPONSORS..... 11

CAMP SESSONS..... 14

CAMP BUDGETS..... 15

REVENUE SUPPORT SHEETS..... 22

1984 BUDGET..... 27

1985 PROJECTED BUDGET..... 29

BUDGET SUMMARY..... 31

ORGANIZATIONAL CHART..... 32

SITE MAP..... 33

PROGRAM EVALUATIONS

ACCESS..... 34

ALDERPOINT/HARRIS..... 36

BEGINNINGS..... 37

BLUE LAKE..... 38

TABLE OF CONTENTS (CONT.)

BOYS AND GIRLS CLUB..... 39

ETTERSBURG..... 40

FIELDBROOK..... 41

GARBERVILLE/REDWAY..... 42

HUMBOLDT PLAZA..... 43

MANILA..... 44

MATTOLE..... 45

ORLEANS..... 46

TRINIDAD..... 47

WILLOW CREEK 48

Letter from the Director

What a summer! What a year! The best to date and I'm not one to exaggerate. From training camp to the final raffle drawing at Straw Hat everything went smoothly. Sometimes the combination of people working in recreation is such that a certain feeling of togetherness and harmony prevail. This, I believe, was one of those years. Jill Wright, our new Access Coordinator, the staff at Camp Hetten Cove, our Soccer Camp staff, the recreation supervisors and aides, the staff at C.C.D. and the Manila Westhaven Parent Council all contributed to a fun-filled exciting summer program. I would like to thank everyone, the volunteers, the State and Federal Governments, the Foundations, the donors, the sponsors, and the schools for helping to make it all possible.

It is difficult to predict what the future will bring. With planning and alot of hard work we hope to be able to finance next summer's activities. However, at present the economic picture looks bleak. There are no Roberti Z'berg funds available this coming year and no Cal Trans Section 18 funds. I have mentioned in the past that there could come a time when the individual communities would have to raise the money to fund their own recreation programs. I believe that time is now! H.R.P. will help to train staff, provide liability and accident insurance and act as the central resource organization. However, if we are to meet the recreational needs of rural, low income and handicapped populations of Humboldt County a fundraising campaign at the community level is a must. Our survival depends on our ability to raise funding locally.

BEST COPY AVAILABLE

HUMBOLDT RECREATION PROGRAM

1984

The Humboldt Recreation Program is a network of community based recreation programs located throughout Humboldt County. Each program is locally controlled and the individual communities plan, organize and offer the recreational activities desired by the citizens of that community.

The central staff of the program provides planning, coordination, and directions for the communities. The central administrative office manages finances, and houses the Director and Access Coordinator. The access program uses H.R.P. community recreation programs as its local outreach mechanism to offer outdoor wilderness adventures and competitive sports activities, in an intergrated way, to persons with physical disabilities.

The program, through its community based recreation programs, camp programs, and access programs, reached over 3,000 county residents, including rural, low-income, and physically disabled.

Funding for the program came from a variety of sources. The State Parks and Recreation Department Roberti Z'berg (SB 174) Grant provided for a part time Recreation Director, Access Coordinator, and Supervisor funding. All communities provided one third of their supervisor salary. Each program received supplies, equipment, and transportation funding from the Humboldt Area Foundation. The Manila-Westhaven Parent Council, Inc. administered the Roberti Z'berg grant and provided liability insurance. Sue Williams of the Manila-Westhaven Parent Council also administered the Summer Food Program at our camp sessions. This reduced the price of camp for those of a low income level. Fees, fundraisers, local business support and a lot of volunteer support helped to maintain the budget.

The Humboldt County Employment training department employed fifty youths in the program, ages 14-21, as recreation aides. ETD also supplied first aide manuals, first aid training, and recreation training for its participants in H.R.P.

Many programs featured special events and field trips as weekly events. This year, Manila sponsored its fouth annual "Event", Blue Lake offered use of its roller rink to all programs, and Trinidad sponsored the eighth annual Sandcastle Day. H.R.P. sponsored events included the eighth annual Vegie Field Day, and week-long resident camps.

In 1984, nine soccer camps were also offered through H.R.P., emphasizing the development of soccer skills. Ages 6 through 15 were invited to attend these camps. Eight qualified coaches taught the players physical fitness, soccer techniques, basic tactics, and the laws of the game.

The primary purpose of H.R.P. is to supplement or initiate a wide range of recreational activities for all county residents, including those who are physically disabled, rural, or of low income families. The program also helps channel funds and expertise into small communities, thus serving as a spark to community development.

BEST COPY AVAILABLE

SUMMER FOOD PROGRAM

The U.S.D.A. summer food program provided funding to feed over 300 campers this summer. This was the eighth year for the summer food program and it was again very successful. Sue Williams planned federally approved menus, monitored, maintained the budget, and submitted reports for the state audit at the end of the program. The program was cost effective and served to help meet the nutritional needs of the youth in Humboldt County, particularly the low income areas, both rural and urban.

Our cooks this year, Carla Rowton and Mark Humphrey, did a fine job. The food was excellent and all the campers were well fed with a nutritionally balanced meal.

BEST COPY AVAILABLE

STAFF TRAINING

1984

The eighth annual staff training camp was held at camp Kimtu in Willow Creek. The first day of camp was for supervisors with the last three days for aides and supervisors.

This training sets the tone for the summers activities and brings together folks (ages 14 - 50 years) throughout Humboldt County. Sixty members participated in this years training. Experts in a wide variety of subjects shared their experience with the staff.

FACILITATOR	WORKSHOP
Mike Mobley	Wilderness Experienee
Terry Kaup & Lynn Szabo	Summer Camp Development
Lynn Szabo	Environmental Education
Olga Loya	Storytelling
Jill Wright	Developmentally & Physically Disabled
Lisa Bach	Deaf Awareness
Pete Shepard, Annie Bolick, Jose Quesada	New Games
Judy Branamin	ETD Overview
Staff	Arts and Crafts, Leadership Staff Development, Community Involvement
Boys & Girls Club Staff	Discipline
Suzan Allen	Volunteers
Winston Sehrt	Campfire
Kim Montgomery	Manila Westhaven Parent Council, Inc.
Sue Williams	Food Program
Peter Shepard	Fundraising

The training camp was one of the best we have ever experienced. The day before camp the Boys and Girls Club staff (Terry Kaup and Keith Hawks) put together a day long Workshop on Discipline, (how to handle problems). The effect was two fold; one, everyone met before even arriving at camp, rides to camp were arranged, and second, everyone received the message that recreation was alot more than just babysitting.

Staff members went back to their community recreation programs confident and better prepared to begin their activities, as well as having built contacts in other regions.

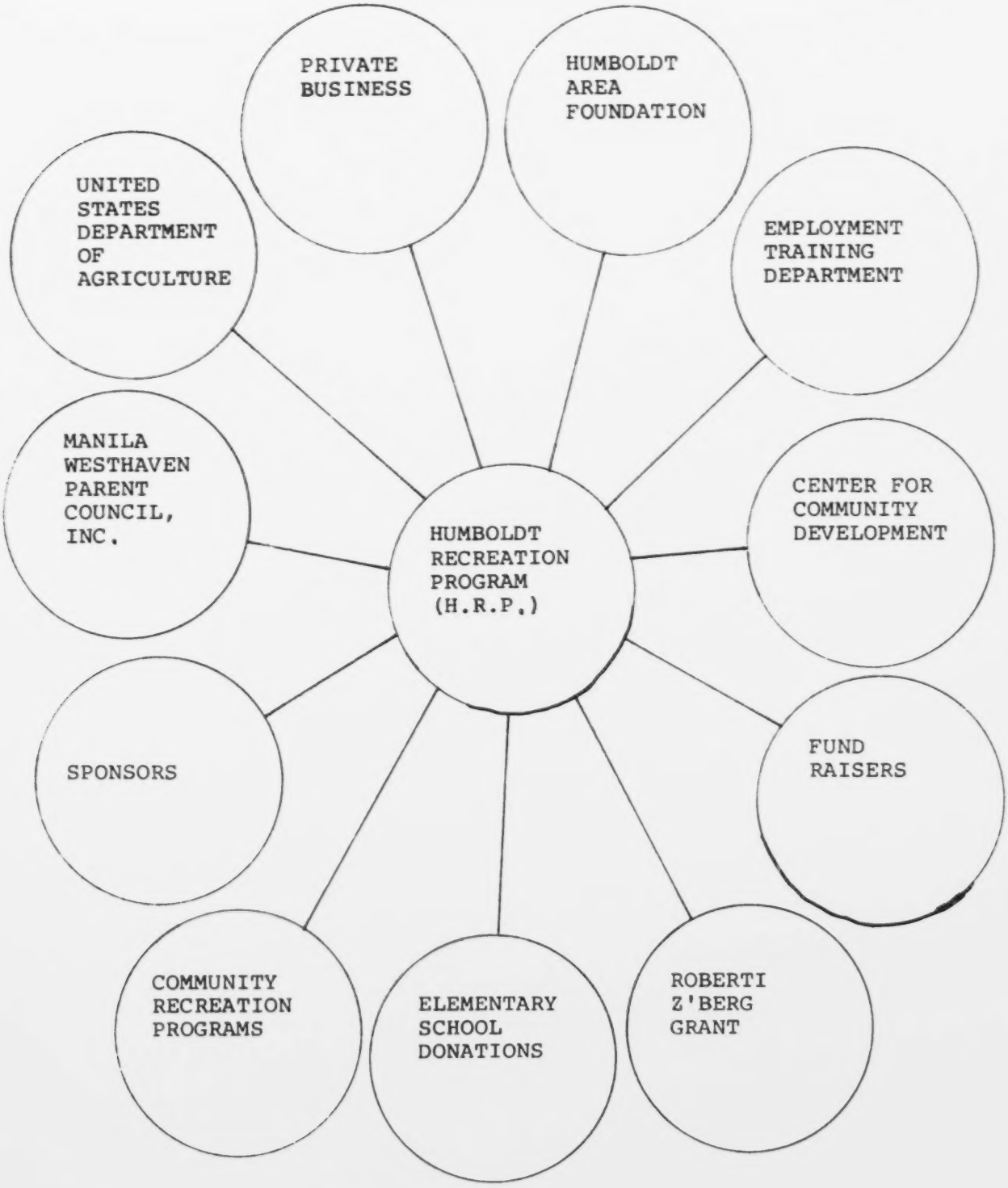
HRP would like to thank the Humboldt County Employment Training Department for their continued support and encouragement.

HUMBOLDT RECREATION PROGRAM
1984 Staff Chart

LOCATION	ETD AIDES	SUPERVISORS	TOTAL
HEADQUARTERS:			
Recreation Director			1
Access Coordinator			1
Office Manager			2
Clerical Assistant			2
Camp Director			1
Camp Cooks			2
Lifeguards			2
Maintenance Man			1
Soccer Coaches			8
Counselors	12		12
EASTERN HUMBOLDT			
Orleans	2	1	3
Willow Creek	1	1	2
SOUTHERN HUMBOLDT			
Harris/Alderspoint	4	1	5
Beginnings	4	1	5
Ettersburg	3	1	4
Garberville/Redway	4	1	5
Mattole Valley	3	1	4
CENTRAL HUMBOLDT			
Blue Lake	4	1	5
Boys & Girls Club	5	1	6
Fieldbrook	3	1	4
Johnson O'Malley	3	1	4
Manila	4	1	5
Humboldt Plaza	5	1	6
Trinidad	5	1	6
TOTAL	62	14	96

HUMBOLDT RECREATION PROGRAM

FUNDING SOURCES



HUMBOLDT RECREATION PROGRAM

HUBBA HUBBA RAFFLE

SEPTEMBER 12, 1984

I. Income (Total) $2,446.00

II. Tickets Sold Per Community:

Community	#Tickets	Amount Paid HRP	Total Profit Community
A. Orleans	153	$12.00	$141.00
B. Ettersburg	110	$11.00	$ 99.00
C. HSU Office	11	$11.00	-0-
D. B & G Club	1140	$113.00	$1,027.00
E. Willow Creek	99	$7.00	$92.00
F. Harris/Alderpoint	67	$6.00	$61.00
G. Blue Lake	164	$17.00	$147.00
H. Garberville/Redway	260	$25.00	$235.00
I. Manila	255	$25.00	$230.00
J. Humboldt Plaza	187	$19.00	$163.00

III. 10% of Tickets Paid to HRP $246.00

IV. Expenses

A. Ticket Costs $99.95

V. Total Profit HRP Office $146.05

HUMBOLDT RECREATION PROGRAM

HUMBOLDT AREA FOUNDATION GRANT'S

Humboldt Recreation Program Headquarters/MWPC, Inc.	$300.00
Beginnings	$300.00
Blue Lake	$265.00
Boys & Girls Club of Humboldt Co.	$2,300.00
Ettersberg	$300.00
Fieldbrook	$275.00
Garberville/Redway	$300.00
Harris/Alderpoint	$300.00
Humboldt Plaza Apartments	$597.00
Johnson O'Malley	$300.00
Manila	$300.00
Mattole Valley	$300.00
Orleans	$300.00
Trinidad	$300.00
TOTAL	$6,437.00

HUMBOLDT RECREATION PROGRAM

Fundraising Activities 1984

"Nog Off"			
December 11, 1983	Admission Fees		$ 327.26
Dr. Portugal Soccer Tournament			
May 26 & 27, 1984	Concessions		341.06
Kinetic Sculpture Race			
May 27, 1984	Concessions		72.86
Humboldt Recreation Program Raffle			
July & August, 1984	Ticket Sales		2,341.05
H.R.P. Telephone Campaign			
May & June, 1984	Donations		1,630.00
Soccer Camps			
June/July/August, 1984	Fees		826.74
		TOTAL	$5,558.97

This was the seventh year of fundraising activities for H.R.P. The events are listed above. A special thanks goes to all the volunteers who helped make these events a success.

SPONSORS OF HUMBOLDT RECREATION PROGRAM

FOUNDATIONS

Humboldt Area Foundation

PRIVATE BUSINESS SUPPORT

Aamco Transmissions
Adventures Edge
Alliance Market
Alligator Balloons
Angelo's Pizza
Angelus Clockwork
Arcata Hair Shop
Arcata Janitorial
Arcata Theatre
Benbow Inn
Bergies Restaurant
Bubbles
Carter House Inn
College of the Redwoods
Coors
Dr. DeGottaroi
Delilahs
Dinsmore Paint Center
Don's Rent All
Dunaway, Davis McClendon
& Poovey
Easter Seals
Ede's Beauty Salon
Eureka Floor Company
Eureka Health Foods
Eureka Inn
Eureka Office Supply
Finnish Country Sauna
Fortuna Rodeo Association
Garcia's
Harbor Lanes Bowling Alley
Humboldt County Fair Association
Humboldt Tour
Joe Costa Trucking
Jogg'n Shoppe
Jonah's
Joosten Interiors

SPONSORS OF HUMBOLDT RECREATION PROGRAM
PAGE 2

PRIVATE BUSINESS SUPPORT, continued

Killian's
KOA-Eureka
Leon's Muffler
Los Bagels
Mc Kesson Wine & Spirits
Merle Norman Cosmetics
Moku, King Salmon Charters
Motel 6
Murphy's Market
Nike
Nilsen Company
Norm's Chevron
Northtown Books
Northwest Equipment & Mining Supply
Old Towne Yogurt Shoppe
Pacific Para Sports
Paradise Ridge Cafe
Pete's Market
Piersons Building Supply
Picky, Picky, Picky
Plaza Gourmet
Plaza Shoe Shop
Professional Paint & Supply
Promotional Arts
Ramada Inn
Ramone's Opera Alley Cafe
Red Lion Motor Inn
Redwood Physical Therapy
Shakey's Pizza
Shanghi Low
Shaw & Peterson
Shieman Auto
Silver Lining
State Farm Insurance
The Art Center
The New Outdoor Store
The Trees Restaurant
The Trophy Store
Tiffany's
Tin Can Mailman
The Works

PRIVATE BUSINESS SUPPORT, continued

Uniontown Hallmark
University Health & Sports Massage
Valley West Fitness Center
Video Experience
WCI Computer
Wes Green Landscaping
Wine Cellar & Deli
Dr. Wolven
Youngbergs Restaurant

GRANTS

Roberti Z'berg Grant, State Park & Recreation Department
Sacramento, California

Employment Training Department

CAMP SESSIONS

H.R.P.'s Camp Hettencove ran from July 16 to August 17th. This time was divided into five 5 day sessions. We worked with 500 kids throughout the summer. Camp Hettencove offered a resident camp experience for the HRP communities, as well as participants in other communities. Camp included such activities as swimming, horse back riding, canoeing, riflery, archery, arts and crafts, new games, cooking, water carnivals, nature hikes, drama and field trips, such as a hayride and visits to the baby zoo. The staff was made up of 13 YETD aides, 6 adult staff and one volunteer.

At Ruth Lake we had a hot, but fun filled summer. A typical camp day included any of the above activities. Children were encouraged to pick from several choices. Regular swimming times seemed to be the most popular activity. Horseback riding at the nearby flying AA Ranch was also popular. One suggested change for next year is moving the location of the camp to a more easily accessible site. At Hettencove, we were plagued by problems with faulty equipment, water shortages and isolation from medical care. Camp Kimtu in Willow Creek offers a good location for future HRP Summer Camps.

Another suggestion for next year is to increase the amount of available campership monies. HRP Summer Camp serves primarily low income communities who have a difficult time securing the funds necessary for camp attendance. Undoubtedly, this decrease in camperships resulted in decreased camp attendance.

Overall Camp Hettencove 1984 was a big success. Participants, both campers and staff, had a safe, enjoyable camp experience.

BEST COPY AVAILABLE

Camp Kimtu Training Camp
June 26 - 29th
All Programs

Expenses		Amount	Source
I.	Personnel		
	A. Director		
	$6.66/hr x 30 hrs.	$ 200.00	Roberti Z'berg
	B. Assistant Director		
	$3.75/hr x 40 hrs.	150.00	Fund Raised
	C. Supervisors		
	10 @ $5.00/hr x 25 hrs.	1,250.00	Roberti Z'berg
	D. Aides		
	44 @ $3.35/hr x 24 hrs.	3,537.60	Employment Training Department
	E. Lifeguards		
	2 @ $50.00 each	100.00	Employment Training Department
	F. Cooks		
	2 @ $50.00 each	100.00	Employment Training Department
	G. Facilitators		
	2 @ $20.00 each	40.00	Employment Training Department
II.	Camp Costs		
	A. Rental	375.00	Employment Training Department
	B. Arts & Crafts Supplies	93.27	Humboldt Area Foundation
	C. Sporting Goods	59.44	Humboldt Area Foundation
	D. Shirts	360.00	Fund Raised
III.	Food Service		
	70 People @ $20.00 each	1,400.00	U.S.D.A./ETD Fees
IV.	Transportation		
	Van, 2 @ 100 miles @ .42/mile	84.00	Employment Training Department
	TOTAL	$7,749.31	

Camp Hetten Cove I
Boys & Girls Club
July 16 - 20, 1984

Expenditures	Amount	Source
I. Personnel		
A. Director	$ 200.00	Fees
B. Cooks	350.00	Fees
C. Lifeguards	300.00	Fees
D. Maintenance Man	150.00	Fees
E. Counselors 13 @ 3.35/hr. x 40 hrs.	1,742.00	ETD
F. Aides 5 @ 3.35/hr. x 40 hrs.	670.00	ETD
	670.00	ETD
II. Supplies & Equipment		
A. First Aid	28.14	HAF/Fees
B. Arts & Crafts	25.17	HAF/Fees
C. Sporting Goods	31.76	HAF/Fees
III. Camp Costs		
A. Rental	425.00	Fees
B. Horseback Riding & Hayrides	275.00	Fees
C. Accident Insurance	27.00	Fees
D. Gas/Diesel/Propane	130.53	Fees
IV. Transportation		
A. Van 2 @ 419 miles @ .42/mile	352.19	Fees
V. Food Service		
86 @ $20.00	1,720.00	USDA/Fees
TOTAL EXPENSES	$6,426.79	
Income		
Camp Fees 60 Campers @ $70 each.		
TOTAL INCOME	$4,200.00	

Camp Hetten Cove II
Mattole Valley, Redway/Garberville, Beginnings, Salmon Creek
July 23-27, 1984

Expenditures	Amount	Source
I. Personnel		
A. Director	$ 200.00	Fees
B. Cooks	350.00	Fees
C. Lifeguards	300.00	Fees
D. Maintenance Man	150.00	Fees
E. Counselors 13 @ 3.35/hr. x 40 hrs.	1,742.00	ETD
F. Supervisors 3 @ $5.00/hr. x 25 hrs.	375.00	ETD
G. Aides 7 @ $3.35/hr. s 40 hrs.	938.00	ETD
II. Supplies & Equipment		
A. First Aid	28.14	HAF/Fees
B. Arts & Crafts	25.17	HAF/Fees
C. Sporting Goods	31.76	HAF/Fees
III. Camp Costs		
A. Rental	425.00	Fees
B. Horseback Riding & Hayrides	325.00	Fees
C. Accident Insurance	22.95	Fees
D. Gas/Diesel/Propane	130.52	Fees
IV. Transportation		
A. Van 2 @ 419 miles @ .42/mile	352.19	Fees
V. Food Service 80 @ $20.00	1,600.00	USDA/Fees
TOTAL EXPENSES	$6,995.74	
Income		
I. Camp Fees 51 campers @ $70.00	$3,570.00	
TOTAL INCOME	$3,570.00	

Camp Hetten Cove III
Deaf - Hearing Impaired, Trinidad, Blue Lake, Boys & Girls Club
July 30 - Aug 3, 1984

Expenditures	Amount	Source
I. Personnel		
A. Director	$ 200.00	Fees
B. Cooks	350.00	Fees
C. Lifeguards	300.00	Fees
D. Maintenance Man	150.00	Fees
E. Counselors 13 @ 3.35/hr x 40 hrs.	1,742.00	ETD
F. Supervisors 4 @ $5/hr. x 25 hrs.	500.00	Roberti Z'berg
G. Aides 9 @ 3.35/hr. x 40 hrs.	1,206.00	ETD
II. Supplies & Equipment		
A. First Aid	28.14	HAF/Fees
B. Arts & Crafts	25.17	HAF/Fees
C. Sporting Goods	31.76	HAF/Fees
III. Camp Costs		
A. Rental	425.00	Fees
B. Horseback Riding & Hayrides	195.00	Fees
C. Accident Ins.	22.05	Fees
D. Gas/Diesel/Propane	130.53	Fees
IV. Transportation		
A. Van 2 @ 419 mi @ .42/mi.	352.19	Fees
V. Food Service 78 @ $20 each	1,560.00	USDA/Fees
TOTAL EXPENSES	7,217.84	
Income		
I. Camp Fees 49 Campers @ $70	$3,430.00	
TOTAL INCOME	$3,430.00	

77

Camp Hetten Cove IV
Eureka, Humboldt Plaza, McKinleyville, Physically Disabled
Aug. 6 - 10, 1984

Expenditures	Amount	Source
I. Personnel		
A. Director	$ 200.00	Fees
B. Cooks	350.00	Fees
C. Lifeguards	300.00	Fees
D. Maintenance Man	150.00	Fees
E. Counselors 11 @ 3.35/hr. x 40 hrs.	1,474.00	ETD
F. Supervisors 2 @ $5/hr x 25 hrs.	250.00	Roberti Z'berg
G. Aides 5 @ 3.35/hr x 40 hrs.	670.00	ETD
II. Supplies & Equipment		
A. First Aid	28.14	HAF/Fees
B. Arts & Crafts	25.17	HAF/Fees
C. Sporting Goods	31.76	HAF/Fees
III. Camp Costs		
A. Rental	425.00	Fees
B. Horseback Riding & Hayrides	380.00	Fees
C. Accident Insurance	17.55	Fees
D. Gas/Diesel/Propane	130.53	Fees
IV. Transportation		
A. Van 2 @ 419 mi @ .42/mi.	352.19	Fees
V. Food Service		
63 @ $20	1,260.00	USDA/Fees
TOTAL EXPENSES	6,044.34	
Income		
I. Camp Fees 39 campers @ $70.00 each	$2,730.00	
TOTAL INCOME	$2,730.00	

Camp Hetten Cove V
Willow Creek, Johnson O'Malley, Orleans, Manila

Expenditures	Amount	Source
I. Personnel		
A. Director	$ 200.00	Fees
B. Cooks	350.00	Fees
C. Lifeguards	300.00	Fees
D. Maintenance Man	150.00	Fees
E. Counselors 11 @ 3.35/hr.	1,474.00	ETD
F. Supervisors 2 @ $5/hr. x 25 hrs.	250.00	ETD
G. Aides 5 @ 3.35/hr. x 40 hrs.	670.00	ETD
II. Supplies & Equipment		
A. First Aid	28.14	HAF/Fees
B. Arts & Crafts	25.17	HAF/Fees
C. Sporting Goods	31.76	HAF/Fees
III. Camp Costs		
A. Rental	425.00	Fees
B. Accident Insurance	11.70	Fees
C. Gas/Diesel/Propane	130.53	Fees
IV. A. Van 2 @ 419 mi. @ .42/mile	352.19	Fees
V. Food Service 50 @ $20.00	1,000.00	USDA/Fees
TOTAL EXPENSES	$5,398.49	
Income		
I. Camp Fees 26 campers @ $70.00 each	$1,820.00	
TOTAL INCOME	$1,820.00	

Camp Kimtu Soccer Camp
All Communities
Aug. 27 - 31, 1984

Expenditures	Amount	Source
I. Personnel		
A. Director	$ 356.26	Fees
B. Coaching Staff	712.52	Fees
C. Cooks	418.00	Fees/ETD
D. Lifeguards	284.00	Fees/ETD
E. Counselors	402.00	ETD
II. Supplies & Equipment		
A. Shirts	193.90	Fees
B. Balls 6 @ 11.82/ea.	70.92	Fees
7 @ 12.02/ea.	84.14	Fees
C. Movies	70.00	Fees
D. Arts & Crafts Supplies	92.00	Fees
III. Camp Costs		
A. Rental	500.00	Fees
B. Accident Insurance	37.00	Fees
IV. Transportation		
Vans, 2 419 miles @ .42/mi.	352.19	Fees
V. Food Service		
52 @ $20.00 each	1,040.00	Fees
TOTAL EXPENSES	4,612.93	
Income		
I. Campers		
A. 30 campers @ 100.00/each	$3,000.00	
2 campers @ 80.00/each	160.00	
4 campers - no charge	-0-	
II. Soccer Balls 11 @ $13.00 each	143.00	
	$3,303.00	
TOTAL INCOME	$3,303.00	

HUMBOLDT RECREATION PROGRAM
Revenue Support Sheet
Summer 1984

Program	Source	Labor	Materials	Other	Total
ALDERPOINT/ HARRIS	Roberti Z'berg Grant	$ 750.00 1 Sup @ $5/hr s 150 hrs.			$ 750.00
	Community Matching Funds	$ 375.00 1 Sup @ $5/hr s 75 hrs.			375.00
	ETD	$3,015.00 4 Aides @ $3.35/hr x 225 hrs.			3,015.00
	HAF		$300.00		300.00
	Fundraised			$300.00	300.00
	Elementary School Donation			200.00	200.00
TOTAL		$4,140.00	$300.00	$500.00	$4,940.00
BEGINNINGS	Roberti Z'berg Grant	$750,00 1 Sup. @ $5/hr. x 150 hrs.			$ 750.00
	Community Matching Funds	$375.00 1 Sup. @ $5/hr x 75 hrs.			375.00
	HAF		$300.00		300.00
	Beginnings Donation			$200.00	200.00
	ETD	$3001.60 4 aides @ $3.35/hr s 224 hrs.			3001.60
	Fundraised			340.00	340.00
		$4,126.60	$300.00	$540.00	$4,966.60
BLUE LAKE	Roberti Z'berg Grant	$ 500.00 1 Sup. @ $5/hr x 100 hrs.			$ 500.00
	Community Matching Funds	250.00 1 Sup @ $5/hr x 50 hrs.			250.00
	HAF		$265.00		265.00
	Fundraised			1,000.00+	1,000.00
	ETD	2,010.00 4 Aides @ $3.35/hr x 150 hrs.			2,010.00
	Fees			44.00	44.00
		$2,760.00	$265.00	$1,044.00	$4,069.00

BEST COPY AVAILABLE

Program	Source	Labor	Materials	Other	Total
BOYS & GIRLS CLUB	Roberti Z'berg Grant	$ 300.00 1 Sup @ $5/hr x 60 hrs.			$ 300.00
	Matching Funds	300.00 1 Sup @ $4/hr x 60 hrs.			300.00
	ETD	7,035.00			7,035.00
	Humboldt Sponsors			$ 2,500.00	2,500.00
	HAF		$2,300.00	1,396.00	3,696.00
	United Way			3,300.00	3,300.00
	Fundraisers			10,000.00	10,000.00
		$7,635.00	$2,300.00	$17,196.00	$27,131.00
ETTERSBURG	Roberti Z'berg Grant	$ 750.00 1 Sup @ $5/hr x 150 hrs.			$ 750.00
	Community Matching Funds	375.00 1 Sup @ $5/hr x 75 hrs.			375.00
	ETD	$2,261.25 3 Aides @ $3.35/hr x 225 hrs.			2,261.00
	HAF		$300.00		300.00
	Elementary School Donation			$200.00	200.00
	Fees			52.00 Insurance $2/child	52.00
		$3,386.25	$300.00	$252.00	$3,938.25
FIELDBROOK	Roberti Z'berg Grant	$750.00			$ 750.00
	Community Matching Funds	$162.00 1 Sup @ $4/hr x 27 27 hrs			162.00
	ETD	$964.80 3 aides @ 3.35/hr x 96 hrs.			964.80
	HAF		$275.00		275.00
	Elementary School Donation			$200.00	200.00
		$1,876.80	$275.00	$200.00	$2,351.00

BEST COPY AVAILABLE

Program	Source	Labor	Materials	Other	Total
GARBERVILLE/ REDWAY	Roberti Z'berg Grant	$ 750.00			$ 750.00
	Community Matching Funds	375.00 1 Sup @ $5/hr x 75 hrs.			375.00
	ETD	3,015.00 4 Aids @ $3.35/hr x 225 hrs.			3,015.00
	HAF		$300.00		
	Fundraised and Fees			$2,183.50	2,183.50
TOTAL		$4,140.00	$300.00	$2,183.50	$6,623.50
HUMBOLDT PLAZA APTS.	Roberti Z'berg Grant	$ 400.00 1 Sup @ $5/hr x 80 hrs.			$ 400.00
	Community Matching Funds	$ 725.00 1 Sup @ $5/hr x 145 hrs.			725.00
	ETD	4,690.00 5 aids @ $3.35/hr x 280			4,690.00
	HAF		$597.00		597.00
	Humboldt Plaza Apt. Donation			$778.00	778.00
	Fundraised			400.00	400.00
TOTAL		$5,815.00	$ 597.00	$1,178.00	$7,590.00
JOHNSON O'MALLEY	Roberti Z'berg Grant	$ 750.00 1 Sup @ $5/hr x 150 hrs.			$ 750.00
	Community Matching Funds	375.00 1 Sup @ $5/hr x 75 hrs			375.00
	ETD	$2,261.25 3 aids @ $3.35/hr x 225 hrs.			$2,261.25
	HAF		$300.00		300.00
	Lutheran Church			$200.00	200.00
TOTAL		$3,386.25	$300.00	$200.00	$3,886.25

BEST COPY AVAILABLE

Program	Source	Labor	Materials	Other	Total
MANILA	Roberti Z'berg Grant	$ 750.00 1 Sup @ $5/hr x 150 hrs.			$ 750.00
	Community Matching Funds	375.00 1 Sup. @ $5/hr x 75 hrs.			375.00
	ETD	3,015.00 4 Aids @ $3.35/hr x 225 hrs.			3,015.00
	HAF		$300.00		300.00
	Manila Water Service District			$500.00	500.00
	Fundraised			655.00	655.00
TOTAL		$4,140.00	$300.00	$1,155.00	$5,595.00

MATTOLE VALLEY	Roberti Z'berg Grant	$ 750.00 1 Sup @ $5/hr x 150 hrs.			$ 750.00
	Community Matching Funds	375.00 1 Sup @ $5/hr x 75 hrs.			375.00
	ETD	$2,261.25			$2,261.25
	HAF		$300.00		300.00
	Community Center			$200.00	200.00
	Fundraisers			200.00	200.00
		$3,386.25	$300.00	$400.00	$4,086.25

Program	Source	Labor	Materials	Other	Total
ORLEANS	Roberti Z'berg Grant	$ 750.00			$ 750.00
	Community Matching Funds	375.00 1 Sup @ $5/hr x 75 hrs.			375.00
	ETD	$1,507.50 2 Aids @ $3.35/hr x 225 hrs.			1,507.50
	HAF		$300.00		300.00
	Orleans School Donation			$200.00	200.00
	Fundraised			269.00	269.00
		$2,632.50	$300.00	$469.00	$269.00

BEST COPY AVAILABLE

Program	Source	Labor	Materials	Other	Total
TRINIDAD	Roberti Z'berg Grant	$ 750.s0			$ 750.00
	Community Matching Funds	375.00 1 Sup. @ $5/hr x 75 hrs.			375.00
	ETD	3,768.75 5 Aids @ $3.35/hr x 3.25 hrs.			3,768.00
	HAF		$300.00		300.00
	Trinidad Elementary School			$200.00	200.00
	Fees/ Fundraised			40.00	40.00
TOTAL:		$4,893.75	$300.00	$240.00	$5,433.75
WILLOW CREEK	Roberti Z'berg Grant	750.00 1 Sup. @ $5/hr x 150 hrs.			$ 750.00
	Community Matching Funds	375.00 1 Sup @ $5/hr x 75 hrs.			375.00
	ETD	753.75 1 Aid @ 3.35 x 225 hrs.			753.75
	Fees/ Fundraised			270.00	270.00
TOTAL		$1,878.75		$270.00	$2,148.75

BEST COPY AVAILABLE

HUMBOLDT RECREATION PROGRAM
Budget 1984

Category		Amount	Source
A.	Personnel		
	1. Recreation Director	$10,400.00	Roberti Z'berg
	2. Access Rec. Coordinator	6,425.00	Roberti Z'berg
	3. Clerical Assistants	10,900.00	CCD/MWPC,Inc.
	4. Program Supervisors	15,475.00	Roberti Z'berg/ Community Match
	5. Recreation Aides	12,113.60	ETD
B.	Fringe Benefits	12,190.00	Roberti Z'berg/ MWPC, Inc.
	TOTAL SALARIES & BENEFITS	$67,503.60	
C.	Supplies	650.38	Fundraised
D.	Fees	233.07	Fundraised
E.	Travel		
	1. Access	516.39	HAF/Fundraised
	2. Car Pool	148.26	Fees/Fundraised
	3. Training	72.00	ETD/Fundraised
	SUB TOTAL	736.65	
F.	Operating Expenses		
	1. General Office Supplies	360.00	CCD/HSU
	2. Printing & Duplicating	750.00	CCD/HSU
	3. Postage	240.00	CCD/HSU
	4. Telephone	900.00	CCD/HSU
	5. Rent, Utilities, Custodian	-0-	CCD/HSU
	6. Supplies & Equipment	-0-	CCD/HSU
	SUB TOTAL	2,250.00	
G.	Training	7,749.31	ETD, USDA, HAF, Fees
H.	Camp Costs		
	1. Director	1,506.26	Fees
	2. Soccer Coaches	5,677.54	Fees
	3. Cooks	1,750.00	Fees
	4. Lifeguards	1,500.00	Fees
	5. Maintenance Manager	750.00	Fees
	6. Arts & Crafts	300.00	HAF
	7. Rent	3,000.00	Fees/

(Continued next page)

Category	Amount	Source
H. Camp Costs (Cont.)		
8. Supplies	600.00	Roberti Z'berg
9. Horseback riding & hayrides	833.00	Fees
10. Transportation	2,465.33	Fundraised
11. Shirts	1,515.56	Fees
12. Gas/Diesel/Propane	652.65	Fees
13. Soccer Balls	1,060.58	Fees
SUB TOTAL	$21,610.92	
I. Insurance		
1. Liability	1,500.00	MWPC, Inc.
2. Accident	1,065.25	Fees
SUBTOTAL	2,565.25	
J. Administrative Costs	4,696.00	Roberti Z'berg
K. Food Service	7,565.24	USDA/Fees
L. Advertising	219.60	Fundraised
TOTAL PROGRAM COST	$115,780.02	

HUMBOLDT RECREATION PROGRAM

BUDGET 1985

Projected

Category		Amount	Source
A.	Personnel		
	1. Recreation Director	$ 15,280.00	Not currently funded
	2. Access Rec. Coordinator	12,850.00	Not currently funded
	3. Clerical Assistants	10,900.00	CCD/MWPC, Inc.
	4. Program Supervisors	15,750.00	Not currently funded/ Community Matching funds
	5. Recreation Aides	14,000.00	ETD
B.	Fringe Benefits	$ 13,000.00	Not currently funded/ MWPC, Inc.
	TOTAL SALARIES & BENEFITS	$ 81,780.00	
C.	Supplies	$ 4,200.00	Not currently funded.
D.	Fees	$ 300.00	Fundraised
E.	Travel		
	1. Access	$ 2,000.00	HAF/Fundraised
	2. Car Pool	200.00	Fees/Fundraised
	3. Training	100.00	ETD/Fundraised
	SUBTOTAL	$ 2,300.00	
F.	Operating Expenses		
	1. General Office Supplies	$ 360.00	CCD/HSU
	2. Printing & Duplicating	750.00	CCD/HSU
	3. Postage	240.00	CCD/HSU
	4. Telephone	900.00	CCD/HSU
	SUBTOTAL	$ 2,250.00	
G.	Training	$ 8,000.00	ETD/USDA/HAF/Fees
H.	Contractual Services	-0-	
I.	Camp Costs		
	1. Director	$ 1,400.00	Fees
	2. Soccer Coaches	6,000.00	Fees
	3. Cooks	2,200.00	Fees
	4. Lifeguards	1,900.00	Fees
	5. Maintenance Manager	-0-	
	6. Arts & Crafts	300.00	HAF
	7. Riflery Instructor	-0-	
	8. Rent	3,500.00	Fees
	9. Supplies	600.00	Not currently funded

(Continued next page .....)

Category		Amount	Source
I.	Camp Costs (Continued)		
	10. Horseback Riding & Hayrides	$ 1,000.00	Fees
	11. Transportation	2,000.00	Not currently funded.
	12. Shirts	1,500.00	Fees
	13. Gas/Diesel/Repairs	-0-	Fees
	14. Soccer Balls	1,000.00	Fees
	SUBTOTAL	$ 21,400.00	
J.	Insurance		
	1. Liability	$ 1,500.00	MWPC, Inc.
	2. Accident	1,070.00	Fees
	SUBTOTAL	$ 2,570.00	
K.	Administrative Costs	$ 4,000.00	Not currently funded
L.	Food Service	$ 7,500.00	USDA/Fees
M.	Advertising	$ 300.00	Fundraised
	TOTAL PROGRAM COSTS	$134,600.00	

HUMBOLDT RECREATION PROGRAM

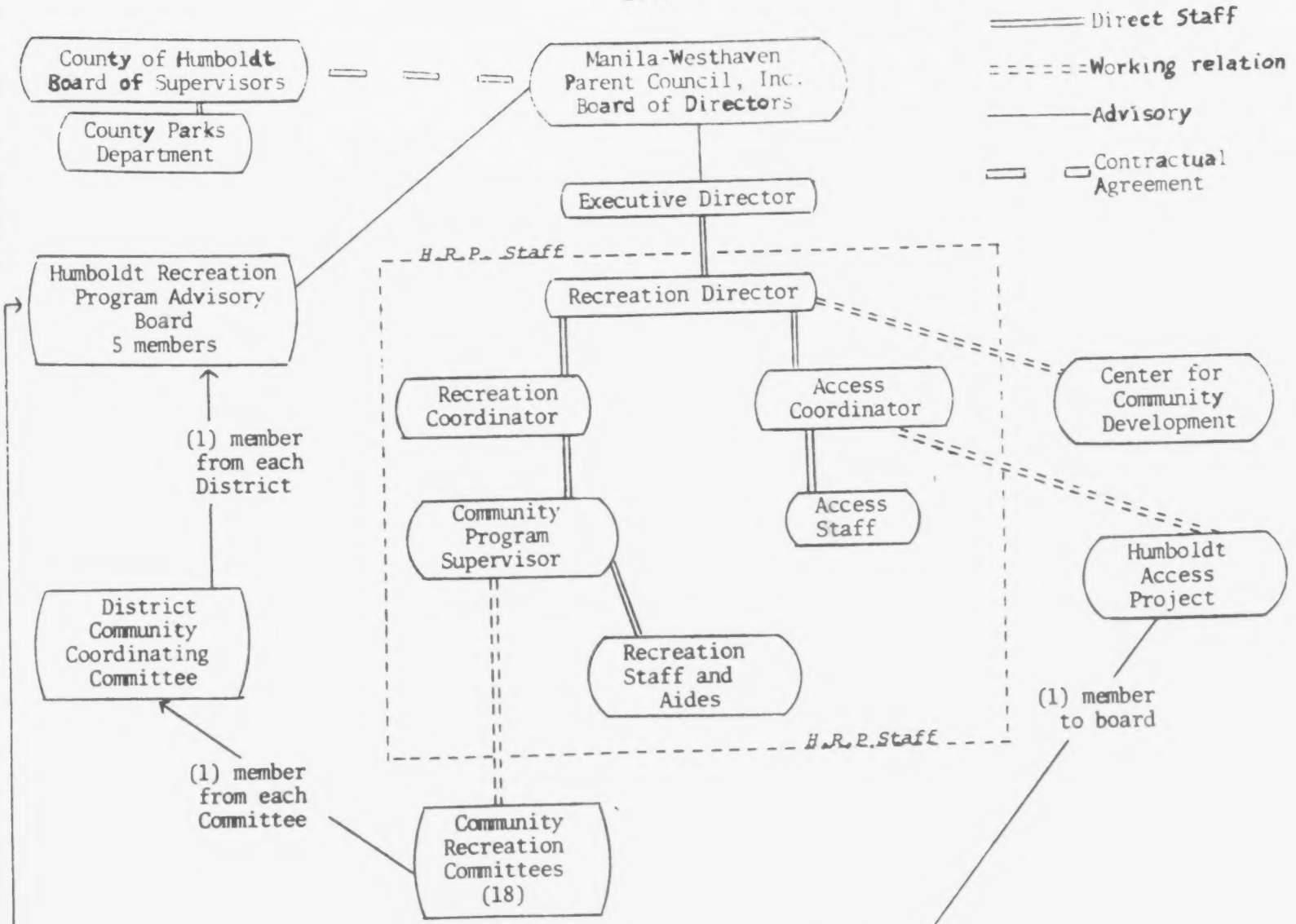
BUDGET SUMMARY

Category	1983 Actual	1984 Actual	1985 Projected
A. Personnel			
1. Recreation Director	$ 7,616.33	$ 10,400.00	$ 15,280.00
2. Access Rec. Coordinator	1,890.00	6,425.00	12,850.00
3. Clerical Assistants	10,900.00	10,900.00	10,900.00
4. Program Supervisors	8,120.00	15,475.00	15,750.00
5. Recreation Aides	25,540.80	12,113.60	14,000.00
B. Fringe Benefits	1,988.30	12,190.00	13,000.00
TOTAL SALARIES & BENEFITS	$ 56,055.43	$ 67,503.60	$ 81,780.00
C. Supplies	4,654.71	650.38	4,200.00
D. Fees	-0-	233.07	300.00
E. Travel			
1. Access	300.00	516.39	2,000.00
2. Car Pool	200.00	148.26	200.00
3. Training	65.00	72.00	100.00
	565.00	736.65	2,300.00
F. Operating Expenses			
1. General Office Supplies	360.00	360.00	360.00
2. Printing & Duplicating	750.00	750.00	750.00
3. Postage	240.00	240.00	240.00
4. Telephone	900.00	900.00	900.00
5. Rent, Utilities, Custodian	4,240.00	-0-	-0-
6. Supplies & Equipment	4,000.00	-0-	-0-
	$ 10,490.00	$ 2,250.00	2,250.00
G. Training	600.00	7,749.31	8,000.00
H. Contractual Services	5,676.11	-0-	-0-
I. Camp Costs			
1. Director	1,350.00	1,506.26	1,400.00
2. Soccer Coaches	-0-	5,677.54	6,000.00
3. Cooks	2,450.00	1,750.00	2,200.00
4. Lifeguards	1,925.00	1,500.00	1,900.00
5. Maintenance Manager	400.00	750.00	-0-
6. Arts & Crafts	388.42	300.00	300.00
7. Riflery Instructor	625.00	-0-	-0-
8. Rent	2,750.00	3,000.00	3,500.00
9. Supplies	527.31	600.00	600.00
10. Horseback Riding & Hayrides	1,267.81	833.00	1,000.00
11. Transportation	2,457.13	2,465.33	2,000.00
12. Shirts	1,345.29	1,515.56	1,500.00
13. Gas/Diesel/Repairs	770.34	652.65	-0-
14. Soccer Balls	-0-	1,060.58	1,000.00
	$16,256.30	$21,610.92	$21,400.00
J. Insurance			
1. Liability	1,500.00	1,500.00	1,500.00
2. Accident	1,061.00	1,065.25	1,070.00
	2,561.00	2,565.25	2,570.00
K. Administrative Costs	461.23	4,696.00	4,000.00
L. Food Service	5,995.27	7,565.24	7,500.00
M. Advertising	-0-	219.60	300.00
TOTAL PROGRAM COST	$103,315.05	$115,780.02	$134.600.00

BEST COPY AVAILABLE

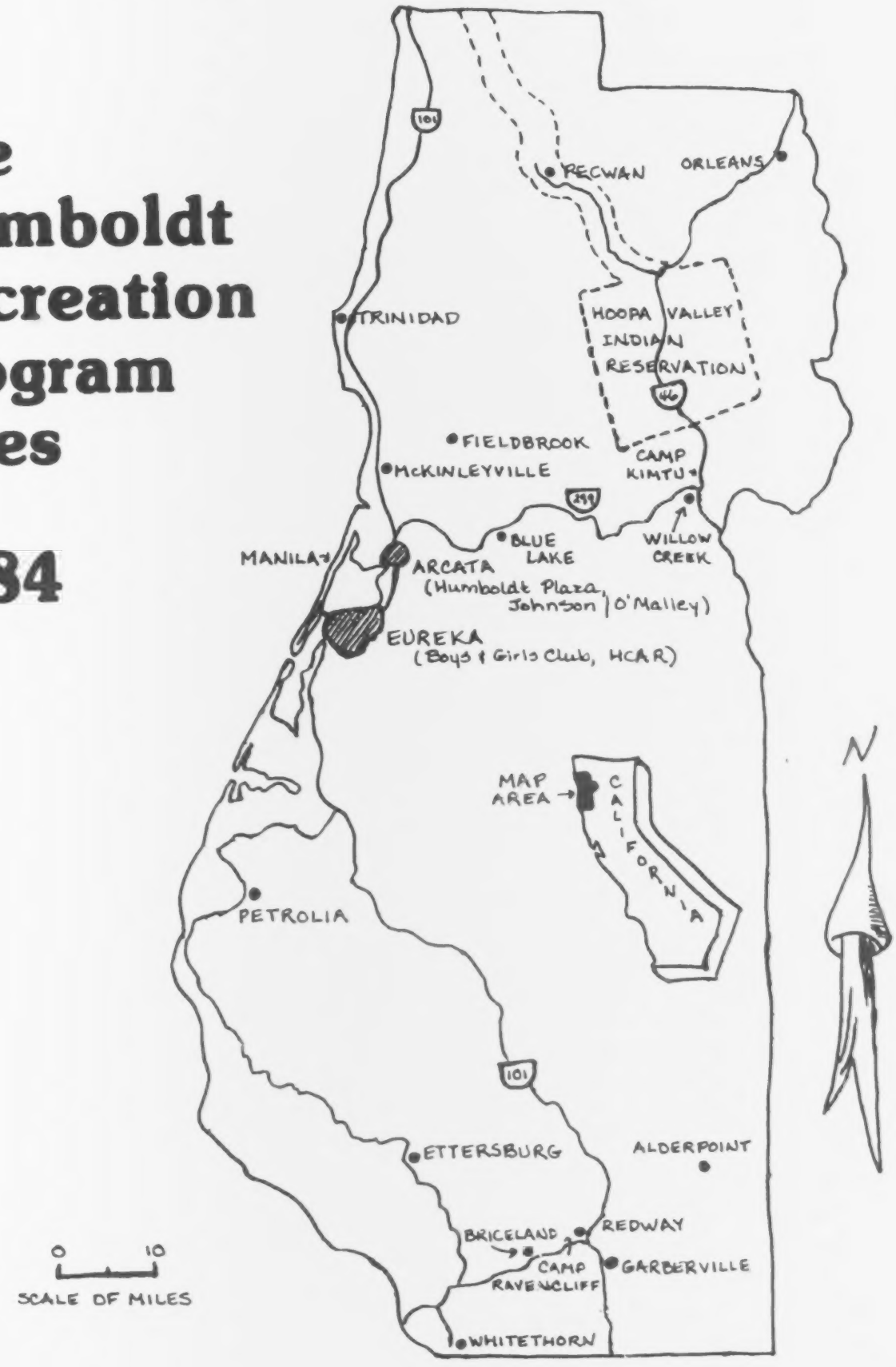
BEST COPY AVAILABLE

HUMBOLDT RECREATION PROGRAM
Organizational Chart
1984



The Humboldt Recreation Program Sites

1984



BEST COPY AVAILABLE

ACCESS RECREATION PROGRAM

COORDINATOR: Jill Wright

ADVISORY COMMITTEE: H.R.P. Advisory Board, local organizations serving the disabled participated, Pete Shepard, Kim Montgomery.

AIDES & VOLUNTEERS: Nan DeMalville , Patti Ryan , Teri Provence, Michelle Smith, Ralph Wolf, Kirsten Fox.

The Access Program's goal is to serve the recreational needs of the physically disabled in Humboldt County. With the help of local organizations and businesses, volunteers, local donations, fund-raising, and participant fees we are able to provide a variety of recreation activities, sports, and outdoor adventures. Our office is located in the Center for Community Development at Humboldt State University - Graves Annex #30, 826-3711.

Year round planning was done by the Access Coordinator in response to input from the disabled community. Activities included: camping trips, cultural events, swimming, adaptive PE classes, bowling, club gatherings, sport leagues, and special events. Special events included attending plays and other local cultural events, potlucks, attending the Humboldt County Fair and the Fortuna Rodeo, the circus, and week-end camping trips.

In addition to planned activities the Access Program strives to serve all the recreational needs of the disabled community. This includes providing support for other organizations that wish to serve the disabled. Consultation with these organizations is offered by the Access Coordinator as well as by the disabled participants themselves. Consulting with individuals and their families is also offered to help each person find the best way to meet his recreational needs. This includes helping them integrate into existing recreation programs in the community as well as helping them plan their own recreational activities.

Community support was received from many local organizations and businesses. Organizations that contributed to our program's success included: Humboldt Access Project, Humboldt Area Foundation, Fortuna Rodeo Association, Humboldt County Association for the Retarded, Humboldt County Fair Association, Harbor Bowling Alley, Easter Seals Society, College of the Redwoods, Humboldt State University, Pacific Art Center and the Employment Training Department.

Volunteers are an additional important part of the Access Program. We have the pleasure this year of having volunteers from the colleges and a few other local organizations. We also have three recreational interns and a summer youth employee.

TRANSPORTATION FUNDING:

We received a transportation grant at the beginning of the summer from the Humboldt Area Foundation for the amount of $216.39. In

addition participants also paid for transportation when possible. We also received an additional payment from the grant for fall activities for the amount of $300.00. Transportation was provided from the Humboldt Access Project, Dial a Ride, volunteers, and Humboldt State University Vans.

COMMENTS AND RECOMMENDATIONS:

1) Alternate funding sources especially for transportation should continue to be investigated.

2) The aides we received through the Employment Training Department were a very positive addition to our program. Volunteers should also continue to be recruited.

3) A tri-annual newsletter should continue to be sent out.

4) Positive public relations with local organizations and businesses should be continued.

5) A wide variety of activities should be offered to the disabled populations. The participants should be active in planning the program.

6) Consultation with local organizations and with the disabled individuals themselves should continue to be an important part of the program.

BEST COPY AVAILABLE

ALDERPOINT/HARRIS

Supervisor:	Robin Robens
Location:	Alice Jewett School, Harris Community Center, and Main Fork of Eel.
Advisory Committee:	Jolene Humphry, Judy Mirsky, Diana Derr. Robert Filbery, Mark & April Wilson, Ken & Margaret Brown.
Aides:	Davi Short, Todd Renicker, Jeanne Gillingham, Debbie Colburn.
Volunteers:	Jolene Humphry, Robert Filbery.

The Alderpoint/Harris Summer Recreation program ran eight weeks from July 9th through August 30th. A weekly game day with potluck was offered as well as a Water Playday or camping trip. The day activities averaged 12 participants and the camping trips averaged 15.

The Alderpoint/Harris Summer Recreation Program has amazing potential for growth. The strengths of the program are many. We have good local recreational facilities including two schools with playground equipment. The main fork of the eel offers numerous swimming and camping sites. Furthermore, we have the interested community groups such as the Casterland P.T.A. and the Alderpoint Chapter of the American Legion.

The drawbacks to growth are due to the distance the participants must travel and the fact that many of them have no phones. Carpools and communication ties need to be established in order to ease logistics of traveling to events.

Comments and Recommendations

1. We could increase our attendance by getting parental commitments to drive kids to sites. The participants need to encourage their friends to attend and community groups need to sponsor different activities.

2. We need to involve a larger percentage of the parents and kids of the community. We need to convince these people that the program is worth their involvement.

BEGINNINGS RECREATION

Supervisor:	Winston J. Sehrt
Location:	Beginnings School/Various Locations
Advisory Committee:	Marty Glass, Forrest Kan
Aides:	Robert Norris, Mike Bergerson, Gabrealla Ekadal, Jason Erback, Michael Shanel
Volunteers:	Carol Vansant, Teri Knope, Forrest Ken, Marie Hockett, David.

This program, while based at Beginnings school in Briceland, was a camping program. We went on seven camping trips. Five were four days long, one was five, and one was six. We went to Bear Harbor, Needle Rock, Hamilton Barn (Weott State Park), Trinity Alps, Chiness Mt., Hetten Colve and a six day hike down the Mattole River. We also had Arts and Crafts, New Games swimming and day hikes.

The total number of registered participants was 37 and the average trip attendance was 25. The age range was 7-14 years and the staff to children ratio was 1-4.

The summer was a great success. The kids all got along with each other and there were no real problems. Everyone worked together chipping in to help clean up, set up camp, take down camp and all of the details involved in a cooperative camping experience.

I would like to give special thanks to the following people who helped drive: Carol Van Saint, Teri Knope, Forrest Ken, Alma Immit, Marie Hockett, Kathy and Will Vandoom, Peter Ryce, Marie Hockett, and David.

Comments and Recommendations

1. The aides were great.
2. Advertize more and start sooner.
3. Begin fundraising for next summer as soon as the program concludes.
4. Make the training camp for aides one day longer.
5. We needed more volunteer drivers.
6. Don't under estimate the ability of the kids.

BLUE LAKE

Supervisor:	Nancy Buzzard
Location:	Prasch Hall at Perigot Park in Blue Lake.
Advisory Committee:	Alex Ricca, Scotty Harndon.
Recreation Aides:	Karrie Carlson, Carlotta Winens, Anita Payton, David Ainger.

The Blue Lake summer reacreation program ran from July 9 through August 17th. Activities included arts and crafts, roller skating, swimming, sports (kick ball, street hockey, basketball), field trips and non-competitive games. The average daily attendance was 30. The total number of registered participants was 43 and the peak attendance was 40. The youth enjoyed swimming and the field trips the most. The age range of the youth was 6 to 13 years. Face painting was very popular also.

Comments and Recommendations

1. Start planning sooner for the summer.

2. We need to secure financing.

3. We need better publicity.

4. We need more preparation meetings in the spring with HRP and P.I.C. personnel.

5. We need specialists to visit programs to broaden the range of activities for the kids and to train staff in new techniques.

6. We got started late. Next year we should start preparations sooner.

BOYS AND GIRLS CLUB

Director:	Terry Kaup
Supervisor:	Keith Hawks
Location:	674 Allard Ave., Eureka
Advisory Committee:	Boys & Girls Club Board of Directors.
Recreation Aides:	Michelle Fisher, Ray Williams, Cindy Smith, Connie Lawrence, Shelton Cry.
Volunteers:	Too Many To List.

The Boys and Girls Club operated for 12 weeks last summer, Monday through Friday, from 11:00 AM to 6:00 PM. The average daily attendance was between 60 and 70. The total number of registered participants was 1,075. The peak attendance was 100. Our game room featured pool, air hockey, bumper pool, ping pong, video games (free), foosball and Atari. We had a full range of arts and crafts activities daily. Sports included basketball, baseball, soccer, capture the flag, archery, new games, floor hockey, earthball and many more. We showed movies went on field trips and attended two sessions of Camp Hetten Cove.

The age range of children was 6 - 18 years. The ratio of recreation staff to children was 1 to 10. The most successful arts and crafts activities were bird houses, painting, lacing, lanyards, beading and popsicle stick crafts. The most popular sports and games were archery, new games, basketball and pillo polo. Special events and field trips included: New Games Day, Tom Sawyer Day, Penny Carnival, River Rafting, CR Swimming Trips, bowling, backpacking trips, Summer Olympics and Sandcastle Day.

Comments and Recommendations

1. We need more aides to work with the kids and more organized sports leagues.

2. We need more values clarification and communication skills training. There should be more emphasis placed on job responsibilities and actual duties.

3. The HRP Camp should hire older aides who can be more responsible. The aides should stay at camp.

ETTERSBURG

Supervisor:	Rhonda English
Location:	Ettersburg School
Advisory Committee:	PTA
Aides:	Hud Allison, Ben Wilkd, Virgil Wilner.
Volunteers:	Susan Root, Susan Vaughn, John & Cynthia Stafstein, Mary & Joe Shepp, Celeia Gregor, Sue & Gar Wilner, Clari Trower, Jerry Mc Knight.

The Ettersburg recreation program ran from July 9th through August 25th with activities offered three days a week. The first part of the day was for the various arts and crafts projects. These included: Poster coloring, free style painting, chalk pictures, weaving, beading, clay work, liquid plastic figurines, straw flower arrangements and sand candles. The second half of the day was spent either swimming in the local swimming hole or playing games. (soccer, frisbee, new games).

We had one campout in July to Lake Mendocino. Joe & Mary Shepp brought their motorboat, skis, jet ski and boogieboard for the children's use. We spent four days and three nights there. Everyone had a wonderful time. This trip was voted the best by all the kids.

In August we went on two campouts. The first was a three day, two night campout at the Sinkyone. This campout offered ocean swimming, beach play and an all day hike. We made sandcastles on this trip.

The last campout was a six day, five night, twenty five mile hike down the Mattole River from Honeydew to the Ocean. An average of five miles a day hiking was covered with the kids packing their own lunches. Other meals and bedding were trucked from each camp-site by volunteer parents. We spent one extra day at the AW Way Campgrounds. We had two special field trips this year. The first was to Confusion Hill. The second was a nature walk with the ranger from the Weott Avenue of the Giants.

The children preferred swimming to any other activity. We played alot of water games.

Comments and Recommendations

1. Transportation is a real problem. Any way we could get bus service again?

2. Please do more arts & crafts at the training camp.

FIELDBROOK

Supervisor:	Pat Reeves
Location:	Fieldbrook Elementary School
Advisory Committee:	Diana Hendry, Larry Georgianna.
Recreation Aides:	Mary Person, Dan Porter, Michelle Dixon.
Volunteers:	Rich Fichera, Diane Guyrup, Connie Ray, Peggy York, Fretta Stephens, Marianne Hoover, Renee Seckman, Page Pitting, Mrs. Bausersman.

Comments and Recommendations

1. Supervisors should be hired in early spring to allow for adequate planning. This would prevent such a heavy work load a few weeks before the program begins.

2. We need to pay supervisors adequate salaries for such a demanding, responsible job. Supervisors are not teachers aides, but more like teachers.

3. I recommend that in-service training classes not be conducted during recreation hours. When three aides have to leave at once, it leaves the supervisor in a bind. Often, it is hard to change recreation plans on such short notice.

4. We needed parent volunteers to provide transportation on field trips. We were unable to attend Veggie Field Day and our own Sandcastle Day due to an insufficient number of drivers.

BEST COPY AVAILABLE

GARBERVILLE/REDWAY

Supervisor:	Mimi Bennett Aronson
Location:	Benbow Lake, Community Presbyterian Church, French's Resort, other locations.
Advisory Committee:	Lou Florence, Missy McDougall, Bill McDougall Sandi Palmar, Mattole, Linda Lawrence.
Recreation Aides:	Cindy Se-lerger, Tina Camblit, Casey Curran, Michelle Hawk.
Volunteers:	Liz Miller, Francis Arbuckle, Bob Arbuckle, Jane Addington, Ron Aronson, Brian Farrell, Chris Farrell, Barbara Phelps, Glen Goode, Lurce Mego, Mary Whitmore, Bill Reddy, Mattole, Forrest Harter, Jon Harter, Shirley Oney, R.C. Oney, Duane Hoffman, Marilee By The River, Jack Arthur, Don Daily, Ed Sanders, Bill Stewart.

We presented a varied program designed to interest many different age groups and tastes. It included tennis workshops, swimming lessons, hikes, day camp, as well as various special interest events. We originally offered softball, dances, a car show and backpacking. However, these events, aimed at teenagers previously, had to be cancelled due to lack of participation. The average daily attendance was seventeen. The total number of registered participants was 56 and our peak attendance was 45. The children served were between the ages of 5 and 14 years. The most successful arts and crafts activities were wire jewelry, flag mobiles, and paper sack puppets. The most successful sports and games were obstacle courses (both land and water), tennis, various new games, and a penny hurl. Special events and field trips included: 4th of July picnic, miniture workshops, berry picking hike, herb hike, water ballet, southern recreation program, tug-o-ympics, raft trip, geneology workshop, kings peak hike, and sandcastle day and a campout. We also participated in the Garberville Rodeo parade (with a float) and a chili booth at Rodeo.

HUMBOLDT PLAZA

Supervisor:	Gina Browns
Location:	Humboldt Plaza Apartments
Advisory Committee:	Donna Haney, Eulah Helms, Doris Lunsford, Anita Twombley.
Aides:	Gina Helms, Mike Brevig, Shelly Marsh, Janenine Harvey, Kim Faulks.
Volunteers:	Kim Beardsley

Humboldt Plaza Recreation Program runs all year round. We are located in Humboldt Plaza on Alliance Road. Our participants are all plaza residents, ages 3 - 14 years.

Our summer program this year included regular plaza recreation activities (arts and crafts, puppet making, new games, movie nights), as well as, many outdoor activites in the area. We did a lot of hiking and beach trips, picked berries, rode bicycles and attended all of HRP's inter-community activities.

Fundraising was on going to make it possible to attend Camp Hetten Cove 1984. We picked up trash, had a pizza fun night, numerous car washes and sold raffle tickets. The highlights of the summer were Sandcastle Day and our slumber parties. We created a Garfield Sand sculpture with the help of about 28 participants. The slumber party was fun with, movies, popcorn and 25 wild kids to finish off our summer program.

Our goals for next summer's program will include finding more adequate transportation and doing more program planning with other HRP groups.

Comments and Recommendations

1. Have more workshops on dealing with kids and supervisors for the aides.

2. Use role playing, rap sessions, talk more, what if's, past cases. "What would you do?, etc." in training workshops.

3. I think training the aides at camp wasn't necessary. Three days (go home at night) would be just as effective.

4. Talk to Y.E.S. people for workshop leaders.

5. The program needs more advertising, hand out activity lists to schools at the end of the school year. Work on a grant for transportation.

MANILA RECREATION

Supervisor:	Cindy Kepler
Location:	Manila Park
Advisory Committee:	Bev. Prosser, Bill Hunter, Herb Lewis, John Wooley, Susan Allen, Lynn Szabo, Sheryl Westbrook.
Recreation Aides:	Dawn Ermatinger, Gary Day, Jennifer Coleman, Angela Weaver.
Volunteers:	Bill Hunter, Nanita and Brent Wick, Pat & Tom Uber, Susan Allen, John Woolley, Toni Sadler, Darlene Moore, Bev. Prosser, Kevin Day, Sheryl Westbrook.

The Manila Summer Recreation Program started July 8th and ran through August 27th. We met four hours a day five days a week, Our average daily attendance was 17, our peak 28. We played lots of soccer and kickball and softball. Arts and crafts was popular. Nature hikes, campouts, swimming, new games, and old ones, fundraising, various field trips, and Beach Days all were a part of an exciting fun filled summer.

Comments and Recommendations

1. We need more publicity, more organization, more enthusiasm, and participation from parents, and more appropriate activities for a wider age range of kids.

2. We should begin preparation for the summer earlier in the year. The supervisor should go over all previous files, talk to past supervisors, parents and kids, and send out a form letter of information to parents.

3. The pay and time of supervisor should be increased.

4. The training at Kimtu was informative and helpful, I only wish more people would show up.

5. Set up some type of working contact between aides and supervisors. Have a workable set of rules for staff and children in the Recreation Program. I would like to be able to have recreation aides sooner than June.

6. We need access to a bus.

7. The over night camp should be closer to Arcata, maybe Kimtu or Redwood Valley. We need more campership money so more kids could go to camp.

MATTOLE RECREATION

Supervisor:	Denise Barbour
Location:	Mattole Valley Community Center
Advisory Committee:	Cad Wright, Chris Woods, Ruth Macchiarini
Recreation Aides:	Omar Simpson, Jon Lyman, Sierra Simpson.
Volunteers:	Ocean Berg

1984 was Mattole Recreations 6th annual summer recreation program. The program ran from July 5th to August 31st. We met 2 to 5 days a week, with our schedule varying weekly.

Our summer was filled with lots of fun, warmth and sharing. Locally we enjoyed the use of A.W. Way Park and the Mattole Valley Community Center for arts and crafts, volleyball, new games, and swimming at the park. Our field trips consisted of a day at the Ferndale Fair, a day at the Fortuna Rodeo and carnival - also marching in the Rodeo Parade, and a week of camping at Camp Hetten Cove, on beautiful Ruth Lake. We also joined the Briceland and Ettersburg recreation groups for an overnight campout on the beach in Petrolia.

We had an actual enrollment of 10 kids, but had an average attendance of 15 to 20 kids, and as many as 30 kids.

Comments and Recommendations

1. Have our calendar of events prepared earlier.

2. Plan more inter-community activities.

3. We need more activities for the older kids at camp.

BEST COPY AVAILABLE

ORLEANS

Supervisor:	Martha Mc Laughlin, Rox Anne Quillion (alternate Supervisor)
Location:	Orleans Elementary School
Advisory Committee:	Martha Tilden, Nina Bensen
Recreation Aides:	Michelle Gower
Volunteers:	Steve Berry, Charlene Martin

Overall the Orleans program was pretty good. I feel most of the children who participated enjoyed it. There were several problems I would like to outline.

First, getting set up with recreation aides was a true battle. It seemed as though I spent more time and money getting an aide than it was really worth. I could only find one interested, qualified (certifiable) youth, and I ended up doing all the ground work. I came into the program somewhat late so that was a contributing factor.

Secondly, I feel like five days a week was too much like school for most children. Many parents use the program as a baby sitting service for the young, and I think the children feel rather forced. That is just my feeling, nothing like that was ever said. Many children came of their own free will. I think three days a week for four hours a day would work better.

Lastly, after everyone quit, I didn't have enough help. I did have one volunteer who was a great help to me.

As for as the school cooperating, they were great. I had absolute cooperation as far as the classroom, outside facilities, and the use of equipment. They gave me the biggest and best classroom.

Comments and Recommendations

1. Offer a workshop in assertiveness.

2. We need back up aides.

TRINIDAD RECREATION

Supervisor:	Susie Krause
Location:	Trinidad School
Advisory Committee:	Mike Stone, Birch Calkins, Mary Thomas, Lyndia Lommelli
Aides:	Lucas Aldviger, Wendy Johnson, Chris Anderson, Kary Chamberlin, Russell Willet
Volunteers:	Jeremey Stanton, Matt Early.

The Trinidad Program ran from July 7th through August 22nd- five days a week for six hours a day. The average daily attendance was between 20 - 30. Activities included sports, arts and crafts, nature walks, camping, beach days, field trips and weekly special events.

Comments and Recommendations

1. We need better advertising in the community.

2. We need more support from the community.

BEST COPY AVAILABLE

WILLOW CREEK RECREATION

Supervisor:	Gina Harmon
Location:	Veterans Park
Advisory Committee:	Gina Harmon
Aides:	Bradley Amos
Volunteers:	Lora Viril, Barbara Allen, Tammy Thompson, Kim Chee, Jeanie Grotser, Karrie Watly, Jeanie Searle

The Willow Creek Recreation program was challenging and alot of fun. We swam most of the time and did alot of arts and crafts. Our field trips were great, especially horseback riding and going to the ocean. We went from 84° to 50° when we went to the Brushy Mountain Lookout. We had a great campout at Kimtu. The boys told scary stories, no one believed in sleep, it was a long pillow fight and wouldn't you know I forgot my pillow. We all got wet at the car wash, and Pizza at Donaldoe's was great.

The program ran from July 10th to August 30th, 4-7 hours a day, 3 days a week. The average attendance was 14.

Comments and Recommendations

1. We need to start preparing for summer earlier.

2. Keep me posted on all grants that are available and all training sites.

BEST COPY AVAILABLE